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REPORT

UNIV. OF
CALIFORNIA

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1872.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1873

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EDUCATION DEPT.

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November 15, 1872.

SIR: I have the honor to submit my third annual report:

The work of this Bureau during the year has been of extreme interest. However clearly its duties were defined in the minds of the eminent educators and statesmen who coöperated in its establishment, there were many teachers, and even school-officers, as well as citizens of the country, who waited to see an illustration of its work before giving it their approval, or making use of its facilities. The increased interest in the office, in the past year's experience, has been largely due to the increase in the number who have come to understand the place which the Bureau of Education seeks to occupy among the educational forces of the country; and to understand how it can and should do just what can be done nowhere else, and this, too, without interfering with, but greatly aiding, the other efficient educational forces.

Rigorously limiting all that it undertakes to do by the law under which it is established, it is found that, according as its duties are faithfully and efficiently administered, they touch every spring in the welfare of the public, every interest of each individual in the nation.*

The inquiries coming here this year are specially gratifying. They give greater assurance than ever that the thought of the country is turning more and more to those subjects most essential to the preservation of our liberties and the elevation of our individual and national character.

CHANGES IN NATIONAL INQUIRIES.

The supremacy of nations has long been determined by their power to win in the shock of battle. All efforts to ascertain national statistics were, therefore, formerly determined by this view. They counted only the material of war. Our fathers even, as will be seen by the censuses taken by the Colonies, only report (as for instance in the Massachusetts census of 1765) the number of dwelling-houses and families, number and sex of white persons, negroes, and Indians, distinguishing in the case

* The general and special work of the office, as defined in the law, is: *First*, "To collect such statistics and facts as shall show the condition and progress of education in the several States and Territories:" *Secondly*, "To diffuse such information respecting the organization and management of schools and school-systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school-systems, and otherwise promote the cause of education throughout the country."

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of the whites, the number of each sex, and the number above and below sixteen years of age.

But if the supremacy of nations is to be determined by any other test, the inquiry in regard to statistics must be turned in that direction; and in proportion as nations have advanced in civilization, it will be seen that they have been taking into the account of their strength those facts and conditions which test intellectual power, moral power, commercial and industrial power.

Figures, however dry, are now called for in every department of inquiry relating to the material indications of human progress. No statesman can exclude them from his consideration.

In 1840 the United States, for the first time, in taking the census, recognized facts bearing upon the intelligence of the people. The progress toward this step is well deserving careful study. Going back to the passage of that colonial law in New England which required the selectmen of the town to know the facts in regard to the instruction of children, and to enforce attention to them, it will be noted how, in addition to the care of the town-officers over the subject, it became necessary to call in the coöperation of the chief authority of the colony.

As the Colonies became States, and States multiplied, it will be noticed that the mere passage of a law by the State, providing the manner in which the local communities could act for the education of their children, proved insufficient; that it was found necessary for the State to take some observation of the manner in which the communities administered the law; in other words, that school statistics should be gathered. This action, increasing and extending itself from 1825, received a special impulse from the revival of education between that date and 1840, when it culminated in demanding that the nation should in its census take some cognizance of these facts, so primary and essential in every adequate account of its forces.

But however much could be made out of the census in this particular, it was taken only once in ten years; and the conviction grew on the part of educators that more frequent observations, and a summary of this class of facts, as occurring throughout the country, were absolutely necessary to a proper knowledge of their duties as educators, and the establishment of this Bureau naturally followed.

Few things, if any, in the census are more perplexing to its Superintendent than educational statistics. Indeed, nothing can describe either the confusion in which these statistics were found when the work of their annual generalization was undertaken in this office, or the perplexity connected with any statement of them which should be useful in guiding the educational affairs of the country.

It will be seen by those who take up this report for the purpose of studying its statistics that we have endeavored to use all the trustworthy sources of information within our reach. First, we have drawn upon the census; secondly, we have masses of statistics reported directly to this office from

institutions of learning, and State and city systems of instruction. But as any one undertakes this labor, he is at once met with the inquiries: What shall I aim to ascertain? What principles of subdivision and arrangement shall I adopt to secure my object? Looking over the entire field, he finds apparently little to aid and guide him; he observes that the educational statistics in few countries are satisfactory, and that, with all their differences, as compared with the United States, he has to exercise the most careful discrimination in adopting methods and principles for application in this country. He reflects that if the statesman takes up the figures thus presented, he will inquire chiefly for the great generalizations of the facts in regard to intelligence, which show its relation to the questions in political economy, which establish its power to increase the production of wealth—generalizations which show how culture of mind and character affects all the elements of progress that a nation can bring to its aid in overcoming the obstacles in the way of its advancement, whether within itself or thrown in its path by nations around. He reflects, too, that while the educator, the teacher, or school officer, may find the same generalizations of great value in enforcing the obligations of the community to education, and in determining the amount which each shall do in this direction, there must be included for their purposes all those details which go to determine the fitness of methods, the construction of buildings, the choice of furniture, the sources of taxation, and the minutiae of organization, instruction, and discipline.

EDUCATIONAL STATISTICS.

It should be observed also that those who are interested in this examination of the entire relations of the questions of education to the public welfare can not be limited to those classes of persons who are chosen to make laws, either in the national, State, or municipal councils, or who are selected to administer the laws or to adjudicate cases under them. These questions have a direct interest for every citizen, whatever his rank or position or occupation, and he has a direct responsibility in reference to their solution. Every dollar of property in a city or State, or in the nation, is interested in the burdens to be imposed upon it by way of taxation for the support of pauperism, for the punishment of crime, and for the correction of the manifold evils which are the sources of these burdens. Every dollar of value, therefore, is interested in the education of the people, as the great and almost the only process of prevention in the power of civil government to employ, to reduce the expenses resulting from crime and pauperism, as well as other and numerous evils, which are avoided or diminished by the universal application of intelligence and virtue on the part of our citizens. It should be recognized as a fact, therefore, that every citizen, whether as an owner of property, or solely on account of his rights and immunities as a citizen, is deeply concerned in striking the balance between the benefits

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of education: and the evils of ignorance and vice in his city, in his State, in the nation.

And when we have a record of these considerations, which should command the profoundest attention of the statesman and the patriot, we are dealing with the same principles of political economy which must be apprehended by the humblest citizen as the guide of his conduct.

Each is alike interested in the question whether the nation is growing better or worse, whether property is increasing or diminishing, whether life is shorter or longer, and whether he himself is contributing to the one result or the other. And when this circle of inquiries has been traversed, should it be found that all questions of method and forms of government, of expediency in political economy, and all solutions of problems of civil government, come together and are determined by the methods adopted in the instruction and training of the young, and the extent and faithfulness of their application, of what supreme and primary importance will the universal voice of mankind pronounce all inquiries into educational statistics ?

Moreover, as the American citizen contemplates the movements among the nations of the earth, and recognizes the changes that are entering into the conditions which determine national progress, he cannot fail to rejoice in seeing the greater and greater extent to which the fundamental ideas of his own Government are having weight among the peoples of the earth. He sees all the oppressions of tyranny and caste yielding to the alembic of enlightened reason ; he sees imperial, royal, and aristocratic councils stooping to consider the quality of men as a factor in the problems of political economy ; he observes in all civilized countries mere physical force going down before brain-power and moral power ; that reason and truth and right are showing their influence in proportion as light is shed among communities and nations ; that changes in science and intelligence are followed by corresponding changes, even in the appeal to arms. The warrior, in measuring his foe, the merchant in trusting his correspondent, the mechanic or artist in looking at his competitor, and the capitalist in considering the value of the laborer, must estimate the other's intelligence and training.

Unfortunately, we have no tests entirely satisfactory ; those of reading, writing, or both, only having so far been generally applied. But all facts showing the opportunities for education, and the extent to which they are improved, have their value ; and for the United States, year by year, the reports of this office are reaching more nearly to satisfactory results. Slowly, according to the inadequate means furnished us, and impeded by the chaotic condition of statistics and reports out of which correct conclusions are to be reached, we are coming into possession of that knowledge which may be a fair test of our capacity as a nation, and the methods by which our excellence and greatness may be increased and the welfare of our people promoted.

By the courtesy of General Francis A. Walker, Superintendent of the Ninth Census, and his assistants, it was made possible to include in the report of this office for the year 1871 some of the lessons of the census of 1870 most important to educators. By the delay of the present report we are able to use the completed results of that census, the elimination of the educational items having required a great amount of labor. The main facts thus brought out in relation to the entire country will be found in ten tables among the accompanying documents.

LESSONS OF THE CENSUS.

From the census we ascertain for each State and Territory the number of its square miles; its population; their nativity, race, sex, and parentage; its total valuation of property and the average of individual wealth; the number of illiterates between certain ages, and the percentage of illiterates to the population of corresponding ages; the number of universities, colleges, schools of theology, law, medicine, science, art, agriculture, and music; schools for the blind, the deaf and dumb, and idiots; schools of mining and of technology; private schools, normal schools, and public schools of all classes, with the number of professors and instructors, and the amount and sources of income for each class; the libraries and number of volumes; the number of periodicals of all classes, illustrated, political, religious, &c.; the number of persons pursuing some one of the various learned professions; the number of paupers and the number of criminals. And still further, to aid in the use of the materials of the census, a summary of the leading items bearing on education is given in the abstract of material from each State, hoping thus to add something, if possible, to the effect of its educational lessons, which it is difficult for the different State educational officers to work out for their own use.

In Table A, from the census of 1870, in the appendix to this report, we have the area, the number, nativity, race, and sex of the population, and the number of inhabitants to the square mile. The following are the numbers for the whole country:

Area in square miles.....	3,603,884
Total population.....	33,558,371
Population to the square mile.....	10.70
Number of native males.....	16,486,622
Number of native females.....	16,504,520
Total number of native inhabitants.....	32,991,142
Number of foreign males.....	3,006,943
Number of foreign females.....	2,560,286
Total number of foreign inhabitants.....	5,567,229
Number of white males.....	17,029,088
Number of white females.....	16,560,289
Total number of white inhabitants.....	33,589,377
Number of colored (unmixed) males.....	2,115,380
Number of colored (unmixed) females.....	2,180,580
Total number of unmixed colored inhabitants.....	4,295,960
Number of mulatto males.....	277,896

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Number of mulatto females.....	306, 153
Total number of mulatto inhabitants.....	584, 049
Number of Chinese males.....	58, 680
Number of Chinese females.....	4, 574
Total number of Chinese inhabitants.....	63, 254
Number of Indian males*.....	12, 534
Number of Indian females*.....	13, 197
Total number of Indian inhabitants*.....	25, 731

Census Table B (appendix) includes the parentage and total wealth of the population, the average wealth *per capita*, and the special nativity of the foreign-born population. The following numbers were born—

In British America.....	493, 464
In England and Wales.....	625, 457
In Scotland.....	140, 835
In Ireland.....	1, 855, 827
In Great Britain and principal dependencies.....	3, 115, 583
In France.....	116, 402
In the German Empire.....	1, 690, 533
In Austria, Bohemia, and Hungary.....	74, 534
In Sweden, Norway, and Denmark.....	241, 685
In China and Japan.....	63, 115
In all other foreign countries.....	265, 377
Number of inhabitants of entirely native parentage.....	27, 066, 356
Number of entirely foreign parentage.....	9, 734, 845
Number of half-native parentage.....	1, 157, 170
Total wealth.....	\$30, 068, 518, 507
Average wealth <i>per capita</i>	\$779. 79

For the facts necessary to comparisons between States and sections, attention is invited to the tables themselves.

Having before us the population of the country, with the race, sex, nativity, and parentage, with the square miles they occupy and the wealth that they possess, it is natural to inquire in reference to the degree of their intelligence. By computations requiring much time and care, we have the following exhibit, deserving the profoundest consideration of every citizen and statesman :

Total population in 1870, 10 years old and over.....	28, 238, 945
Illiterate population, 10 years old and over.....	5, 658, 144
Male population, 10 years old and over.....	14, 258, 866
Illiterate males, 10 years old and over.....	2, 603, 838
Female population, 10 years old and over.....	13, 970, 079
Illiterate females, 10 years old and over.....	3, 054, 256
Percentage of total illiterates to total population of same age.....	20. 04
Percentage of male illiterates to male population of same age.....	18. 26
Percentage of female illiterates to female population of same age.....	21. 87
Total population in 1870, 10-21 years old.....	9, 692, 945

* Only those Indians forming part of the constitutional population are here included. The total Indian population of the Union is reported as 333,712.

Illiterate population, 10-21 years old	1,942,948
Male population, 10-21 years old	4,815,865
Illiterate males, 10-21 years old	954,741
Female population, 10-21 years old	4,877,080
Illiterate females, 10-21 years old	958,207
Percentage of illiterates, 10-21 years old, to population of same age.....	20.05
Percentage of male illiterates to male population, both 10-21 years old...	20.45
Percentage of female illiterates to female population, both 10-21 years old.	19.65
Total male adults, 1870	9,443,001
Male adult illiterates	1,619,147
Total female adults	9,092,999
Female adult illiterates	2,096,049
Percentage of male illiterate adults to total adults	17.150
Percentage of female illiterate adults to total females.....	23.05

We have, in this exhibit, several results most significant and instructive. Who can speak boastingly of American intelligence, with a knowledge of the fact that over 17 per cent. of the adult males of the country, who are essentially all voters, are illiterate, and that nearly one-fourth of the adult females (over 23 per cent.) are in the same condition? But the amount of intelligence in the country, as tested by the capacity to read and write, is not limited to these adults. The census gives those who can not write, 10 years old and over; and those from 10 to 20 certainly should not be excluded in an effort to estimate accurately the intellectual power of a people. Even those from 5 to 9, inclusive, though not a great direct power in this particular, yet, as being able to read, may be a medium of information to parents and other adults around them, and we may, therefore, include them in the reckoning. The census does not give those under 10 who can not write or can not read; but we may make an estimate on the basis that the same percentage holds good as in the case of those over 10. With these considerations for our guidance, we have, from the figures, the following results:

Total population of all ages.....	38,558,371
Number under 5 years old	5,514,713
Number 5 years old and over	33,043,658
Number 10 years old and over.....	28,228,945
Number 5-9 years old, inclusive.....	4,814,713
Number of illiterates 10 years old and over.....	5,658,144
Estimated number, (20 per cent.,) 5-9 years old, inclusive, illiterate.....	962,942
Estimated number, 5 years old and over, illiterate	6,621,086
So that the number 5 years old and over, not illiterate, is.....	26,422,572
Per cent. of illiterates 5 years old and over to population of the same ages	20.04
Per cent. of non-illiterates 5 years old and over to population of same ages	79.96
Per cent. of illiterates 5 years old and over to population of all ages.....	17.17
Per cent. of non-illiterates 5 years old and over to population of all ages..	68.53
Per cent. of population under 5 years to population of all ages.....	14.30

From these figures it will be seen that out of the 38,558,371 of the population of the United States of all ages, 12,135,799, or 31.47 per cent. of the total population, must be excluded from any estimate which would ascer-

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tain the number who are able, through reading and writing, to exchange information with others for the guidance of their conduct. How many of the remaining 68.53 per cent. of our entire population who can read and write have any instruction in reckoning, or know anything of the grammar of our language, or the history or geography of our country, or how many have completed the course in our high schools and academies, or how many have received a collegiate or professional education, we can not tell as yet.*

The relation of ignorance to poverty, or of intelligence to wealth, is so impressively set forth by two colored maps published in the census, that I have obtained permission from General Walker to include them in the appendix of this report, for the benefit of the educators of the country.

TABLE I FROM THE CENSUS.

The total number of persons in the United States pursuing various

* J. C. Welling, LL. D., president of Columbian College, D. C., in attempting to ascertain the number of college graduates in the Congress of the United States, presents the following interesting results, (Proceedings National Baptist Educational Convention 1872, p. 194.)

It is proposed to take the last three Congresses of the United States, and to estimate the degree in which even a nominally educated mind may be said to have pervaded their deliberations.

The following statistics are consolidated from Dr. Welling's text :

	40th Congress.			41st Congress.			42d Congress.		
	Senate.	H. Rep.	Both.	Senate.	H. Rep.	Both.	Senate.	H. Rep.	Both.
Total number of members	53	188	241	72	239	311	74	243	317
Number of college graduates.....	25	61	86	33	75	108	34	77	111
Per cent. of college graduates	47	32	31	46	31	34	46	31	35
Number of Harvard graduates	1	0	1	2	2	4	2	1	3
Number of Yale graduates.....	1	6	7	1	5	6	1	8	9
Number of Princeton graduates	0	4	4	2	5	7	3	1	4
Total of these three colleges.....	2	10	12	5	12	17	6	10	16

According to her triennial catalogue of the year 1868, Yale College had at that time 3,645 living alumni. According to her triennial catalogue of 1869, Harvard College then had 2,977 living alumni. According to her triennial catalogue of 1869, Princeton College then had 2,446 living alumni. The average ratios of Harvard, Yale, and Princeton graduates in Congress to the total number of living graduates belonging respectively to those colleges at the dates of 1866, 1868, and 1870, when elections were held for members of the popular branch of Congress, are as follows: Yale, 1.508; Harvard 1.145; Princeton, 1.506.

President Welling does not enter into a discussion of the relation of the educated classes to our civil service except in Congress. In reference to the naval and military service, it will be noted that the officers of the Army and Navy, respectively, are expected to be drawn from the graduates of the Military and Naval Academies.

learned, professional, or artistic occupations, according to the census of 1870, is 316,638, there being in—

Alabama	5,403	Missouri	14,662
Arkansas	2,999	Nebraska	1,142
California	6,342	Nevada	475
Connecticut	5,740	New Hampshire	3,939
Delaware	842	New Jersey	7,642
Florida	899	New York	46,322
Georgia	5,952	North Carolina	4,630
Illinois	22,671	Ohio	25,742
Indiana	13,439	Oregon	1,036
Iowa	12,022	Pennsylvania	27,082
Kansas	3,951	Rhode Island	2,025
Kentucky	8,845	South Carolina	3,005
Louisiana	4,108	Tennessee	7,325
Maine	7,079	Texas	5,787
Maryland	5,841	Vermont	3,444
Massachusetts	15,945	Virginia	7,389
Michigan	10,507	West Virginia	2,554
Minnesota	3,625	Wisconsin	7,915
Mississippi	4,662	The Territories	3,600

TABLE F FROM THE CENSUS.

Educational institutions and schools, as such, including all grades from the elementary to the superior and special, professional and technical, must do their work exclusively upon the population from 5 to 24 years of age, inclusive. How much these institutions are doing, and at what expense; for how many students, male and female; by how many instructors, male and female, will appear in the following summary of Census Table F:

Classes of institutions.	Number of institutions.	Income.			Total.
		From endowment.	From taxation and public funds.	From other sources, including tuition.	
Colleges	507	\$2,275,967	\$582,265	\$4,248,143	\$7,106,375
Academics	1,518	206,885	211,589	4,800,132	5,218,606
Schools of law	26	11,127	8,957	108,164	128,248
Schools of medicine	65	44,672	42,870	623,126	780,668
Schools of theology	92	558,900	1,477	469,489	1,059,866
Schools of agriculture and science	16	93,177	199,732	99,988	392,887
Commercial schools	134	23,575	1,192	783,216	807,983
Schools of art and music	100	.....	3,000	408,331	411,331
Blind asylums	21	9,192	400,779	33,154	443,125
Deaf and dumb asylums	33	51,091	708,023	113,151	872,265
Asylums for idiots	7	.....	151,139	31,915	183,054
Schools of dentistry	3	.....	.....	23,600	23,600
Schools of mining	3	2,600	2,000	43,200	47,800
Other technical schools	20	48,817	7,337	143,955	200,009
Other private schools	14,025	163,249	570,282	12,962,615	13,696,146
Normal schools	120	15,306	300,980	231,108	547,394
Other public schools	124,939	129,227	58,554,527	4,799,525	63,483,279
Schools of all classes	141,629	3,663,785	61,746,039	29,992,902	95,402,726

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Classes of institutions.	Instructors.			Students.		
	Male.	Female.	Total.	Male.	Female.	Total.
Colleges	2, 973	929	3, 902	49, 692	24, 152	73, 844
Academies	2, 598	3, 592	6, 190	59, 741	69, 663	129, 404
Schools of law	78	.....	78	1, 667	6	1, 673
Schools of medicine	590	9	599	6, 609	137	6, 746
Schools of theology	357	.....	357	4, 045	50	4, 095
Schools of agriculture	140	9	149	1, 573	217	1, 790
Commercial schools	453	25	478	17, 472	1, 691	19, 163
Schools of art and music	202	238	440	2, 743	7, 755	10, 498
Blind asylums	66	81	147	710	693	1, 403
Deaf and dumb asylums	141	91	232	1, 989	1, 563	3, 552
Asylums for idiots	2	26	28	374	312	686
Schools of dentistry	22	.....	22	170	.....	170
Schools of mining	30	.....	30	114	.....	114
Other technical schools	114	1	115	1, 911	141	2, 052
Other private schools	11, 389	13, 028	25, 077	353, 134	373, 554	726, 688
Normal schools	245	337	582	7, 533	11, 059	18, 592
Other public schools	73, 929	108, 687	182, 616	112, 519	3, 096, 949	6, 209, 468
Schools of all classes	93, 329	127, 713	221, 042	3, 621, 996	3, 587, 942	7, 209, 938

It will be seen that out of the 17,389,784 persons between 5 and 24, inclusive, there were under instruction for that year, according to the census, 7,209,838, or over one-third. But the number over 21 who were under instruction must be very limited, perhaps not enough to affect the general result by any appreciable percentage. The population between 5 and 20, inclusive, numbers 14,507,658, or a little more than double the entire number reported in all the institutions of learning.

The total wealth of the country was \$30,068,518,507; the total income of, and we may safely say the total expenditure for, schools was \$95,402,726.

TABLE G FROM THE CENSUS.

What is accomplished through the various activities of the country, outside of the schools, to promote the increase of individual and general intelligence we can not ascertain. But the census gives us interesting information in regard to the aid extended to culture through the newspaper press and libraries. From the seventh of the accompanying tables, drawn from the census, we learn the following particulars in regard to libraries :

Total number of libraries, public and private.....	164, 815
Total number of volumes in same.....	45, 528, 938
Number of private libraries.....	108, 800
Number of volumes in private libraries.....	26, 072, 420
Number of libraries other than private.....	56, 015
Number of volumes in same.....	19, 456, 518

Of these libraries "other than private" there belonged—

To the General Government.....	15—with	305, 185 volumes.
To State and territorial governments.....	53—with	653, 915 volumes.

To cities, towns, &c.....	1,101—with 1,237,430 volumes.
To courts, &c.....	1,073—with 425,782 volumes.
To colleges, academies, &c.....	14,375—with 3,598,537 volumes.
To churches and Sabbath-schools.....	38,058—with 9,981,068 volumes.
To historical, literary, and scientific societies.....	47—with 590,002 volumes.
To charitable and penal institutions.....	9—with 13,890 volumes.
To benevolent and secret associations.....	43—with 114,581 volumes.
To circulating libraries.....	1,241—with 2,536,128 volumes.

TABLE H FROM THE CENSUS.

From the eighth of the same tables we learn the following facts in relation to newspapers and periodicals:

Number of all classes.....	5,871
Number of daily.....	574
Number of tri-weekly.....	107
Number of semi-weekly.....	115
Number of weekly.....	4,295
Number of bi-weekly.....	96
Number of monthly.....	622
Number of bi-monthly.....	13
Number of quarterly.....	49
Technical and professional.....	207
Daily.....	3
Weekly.....	40
Semi-monthly.....	11
Monthly.....	130
Bi-monthly.....	7
Quarterly.....	16
Illustrated, literary, and miscellaneous.....	503
Weekly.....	303
Monthly.....	158
Other.....	42
Political.....	4,333
Daily.....	553
Tri-weekly.....	101
Semi-weekly.....	100
Weekly.....	3,565
Other.....	14
Religious.....	407
Weekly.....	208
Semi-weekly.....	40
Monthly.....	141
Other.....	18
Advertising, 79; agricultural and horticultural, 93; benevolent and secret societies, 81; commercial and financial, 142; nationality, 20; sporting, 6.....	421

TABLE J FROM THE CENSUS.

Table J from the census shows that the whole number of paupers supported during the year ended May 31, 1870, was 116,102, at a cost of \$10,930,429. The actual numbers supported at the date of taking the census were 22,798 foreign, 44,539 white natives, and 9,400 colored natives, or 76,737 in all.

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The number of criminals reported in prison June 1, 1870, was, of foreign nativity, 8,728; native white, 16,117; native colored, 8,056, making a total of 32,901, while the whole number convicted during the year ending on the same date was 36,562.

FACTS FROM STATISTICS COLLECTED BY THIS BUREAU.

It should be kept in mind, in any comparison made on the basis of this report, that the material in it drawn from the census relates to the year 1870, and that the facts in the tables prepared from the material collected by this office are brought down to the latest date possible, and inserted in the report as it goes through the hands of the printer. As a rule, these facts are furnished to us by the officers in charge of institutions or systems, and reported in answer to inquiries sent out from this office. They are, therefore, at least two years later than those of the census, and, as a rule, more recent than the material presented under abstracts of information from States; and, as a whole, they afford a more complete summary of facts for the investigation of education in the United States than any previous collection of this character.

So far the office has sought to come into an acquaintance with all the different classes of educational institutions, and to bring these institutions into an acquaintance with each other, and to present with regard to each as many important items as might be necessary for the basis of a correct judgment, and possible in generalizations comprehending so many details. Holding up steadily the three great subdivisions of instruction, as respects grade—elementary, secondary, and superior—the office has left the respective institutions to place themselves. The endeavor has been to make the tables as flexible as possible, and to seek on a few most essential points a nomenclature under which the largest number of facts possible could be generalized; and, wherever necessary, by notes and otherwise, to allow special statements and explanations. Yet, with all this capacity for variable statement, many institutions will find it difficult to bring themselves into any direct comparison with others. I can not doubt, however, the utility of these investigations; and I am happy to observe the unanimity of feeling upon this point among those interested in giving a more solid foundation to our educational theories.

Probably there is no one, whether an officer of a college, or the administrator of a school system, who attempts to study these subjects, who is not surprised at the lack of records.*

* For instance: The president of a new college is called upon to decide whether the college shall erect and control dormitories, or leave them to private enterprise; and on looking around he can find only three or four recorded opinions to assist him, notwithstanding there are behind us in this country nearly two and a half centuries of experience on this point.

It is worth while to note what some of the college presidents have just now to say upon the subject, in answer to a letter of inquiry from this office.

President Eliot, of Harvard University, says: "Dormitories are a simple necessity for us; without them our students could not get rooms at reasonable prices. We have built four new ones within three years."

TABLE I.

A glance at Table I will show the condition of the account which the respective States are able to give of the children of school age. It reveals the points of superiority and the deficiencies in the different State systems of instruction.

The total school population of the 34 States reporting was 12,740,751; that of the 7 Territories being 88,097; and the grand total 12,828,847. The enrollment in the 34 States reporting was 7,327,415; in the 7 Territories, 52,241; total, 7,379,656. The average attendance in the 28 States reporting was 4,081,569; in 4 Territories, 28,956; total, 4,110,525. The number not registered in the 34 States reporting was 4,569,127; in 6 Territories, 39,676; total, 4,608,803.

The number attending private elementary schools in the 18 States reporting in full was 356,691; in 5 Territories, 7,592; total, 364,283. The number of teachers reported in 33 States was 216,062; in 7 Territories, 1,177; total, 217,239.

In the column of school ages it appears that from 6 to 21 is the legal school age in Illinois, Indiana, Louisiana, North Carolina, Pennsylva-

President Barnard, of Columbia College, New York, says: "I wrote strongly, nearly twenty years ago, against the 'dormitory system,' as it is called, for colleges. Having tried the other system since, I am not now so strong as I was then in the views I put forth."

Dartmouth College provides dormitories as far as possible for her students, and President Smith favors this course for the following reasons: "1. Students are not subject to the exorbitant rents demanded by private individuals. 2. Rooming in college-buildings facilitates a proper supervision of the students. 3. It favors a proper *esprit de corps* and tends to the creation of a literary atmosphere. 4. The *college life*, properly so called, becomes more distinctive and more intense."

Bowdoin College, Maine, has three such buildings, and the erection of a fourth is contemplated. President Chamberlain is decidedly in favor of the system.

President Chadbourne, of Williams College, Massachusetts, thus states the change in his views upon the subject: "I formerly held to the opinion that it would be better for the students to be distributed among the people of the town; but careful observation for some years in this college, and in the University of Wisconsin, has convinced me that the students rooming in the college-buildings do better in all respects than those who room in town in buildings over which the college can have no control."

President Brown, of Hamilton College, New York, thinks that "though dormitories are in some respects an evil, and an expensive addition to the apparatus of a college, yet for a *college in the country* they are a necessity."

President Anderson, of Rochester University, New York, as the result of twenty years' experience, expresses the opinion that "dormitories are on the whole not desirable."

Repeated inquiries have failed to discover any books or documents containing a thorough discussion of this question to the present date. The late Dr. Bethune, in an address delivered at Yale College, criticised very severely the dormitory system, denouncing it as barbarous. Dr. Wayland, some years ago, published a little book on colleges, in which he declared against the dormitory system. President Porter, of Yale College, briefly touches upon the subject in his book on American Colleges; and President Barnard, of Columbia College, in his "Letters on College Government," discusses the question. This appears to be the sum of the literature relating to this subject.

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nia, West Virginia, and Arizona; from 6 to 20 in Kentucky; 6 to 18 in Nevada and Texas; 6 to 17 in the District of Columbia; 6 to 16 in South Carolina; 5 to 21 in 13 States and 3 Territories, namely, Alabama, Arkansas, Delaware, Georgia, Iowa, Kansas, Minnesota, Mississippi, Missouri, Nebraska, New York, Ohio, Virginia, Colorado, Dakota, and Idaho; from 5 to 20 in Maryland, Michigan, and Vermont; 5 to 18 in New Jersey; 5 to 15 in California and Massachusetts; 4 to 21 in Florida, Maine, New Hampshire, and Washington Territory; 4 to 20 in Oregon and Wisconsin; and 4 to 16 in Connecticut and Utah; Rhode Island admits all children below 15 years of age.

It will be seen that Alabama, Connecticut, Florida, Georgia, Illinois, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, West Virginia, Arizona, Montana, New Mexico, Washington, Wyoming, and Indian Territory did not give the sex of the school population. Kentucky, Oregon, Tennessee, Arizona, Montana, New Mexico, and Wyoming can not tell the number of children enrolled in schools.

Arkansas, Delaware, Florida, Nebraska, North Carolina, Tennessee, Vermont, Wisconsin, Dakota, Idaho, Montana, New Mexico, Washington, Wyoming, and Indian Territory can not give the average attendance; and the number registered, the average absence of the enrolled, and the average total absence in these States can not be given.

The number of schools and school districts is not reported in California, Tennessee, Arizona, New Mexico, and Wyoming. The number of pupils in private elementary schools is not reported in Alabama, Arkansas, Delaware, Florida, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Missouri, New Hampshire, North Carolina, Oregon, South Carolina, Tennessee, Texas, Vermont, Virginia, Montana, New Mexico, Utah, Washington, Wyoming, and Indian Territory.

The period of duration of schools is not given in Arkansas, Kentucky, Tennessee, Texas, Montana, New Mexico, Wyoming, and Indian Territory.

The number of children in public schools is not given in Delaware, Kentucky, Oregon, Tennessee, Montana, New Mexico, Wyoming, and Indian Territory. The average salary of teachers is not given in Arkansas, Delaware, Indiana, Illinois, New York, Tennessee, Texas, Vermont, Wisconsin, Montana, New Mexico, Utah, Wyoming, and Indian Territory.

TABLE II.

On looking at Table II, which is intended to be the balance-sheet of educational receipts and expenditures on the part of the States and Territories, it will be seen how few can give a full and fair account of themselves. What statesmanship is safe in legislating with so imperfect material as a basis of action as is furnished in these respective commonwealths?

Neither Alabama, Delaware, Nebraska, Tennessee, Montana, New Mexico, Utah, Wyoming, nor Indian Territory can tell the amount derived from taxation for school purposes; while Delaware, Tennessee, Montana, New Mexico, Utah, Wyoming, and Indian Territory show no total of income for school purposes from any source. And as regards expenditure, neither Alabama, Delaware, Florida, Georgia, Kentucky, New Hampshire, Tennessee, Montana, New Mexico, Wyoming, nor Indian Territory can give any details; and Delaware, Florida, Georgia, North Carolina, Oregon, Tennessee, Montana, New Mexico, Utah, Washington, and Wyoming Territory can not give the total amount expended.

The total income from taxation in all the States and Territories, from which it is reported, is \$55,889,790.31; and the total income from all sources is \$72,630,269.83. The total expenditure for all educational objects is \$70,891,981.83. Assuming that the States reporting the total aid expend the amount raised for school purposes, the total expenditure would be \$71,810,304.27.

In the 31 States, having a permanent school-fund, the total amount is reported at \$65,850,572.93.

As a deduction from the material in Tables I and II, it appears that the public-school expenditure in the several States and Territories *per capita* of population of legal school age is as follows:

Public-school expenditure in the several States and Territories per capita of population of legal school age.

State or Territory.	Amount.	Year.	State or Territory.	Amount.	Year.
Massachusetts	\$20.050	1872	Oregon	\$3.832	1872
Nevada	19.893	1872	Maine	3.745	1872
California	12.133	1872	West Virginia	3.464	1871
Connecticut	11.652	1872	Mississippi	2.854	1871
Nebraska	10.447	1872	Missouri	2.757	1871
New Jersey	8.932	1871	Kentucky	2.258	1872
Pennsylvania	8.540	1872	Virginia	2.245	1872
Iowa	8.528	1872	Arkansas	2.223	1871
Illinois	8.521	1872	Louisiana	2.159	1871
Michigan	7.355	1871	Florida	2.059	1871
Rhode Island*	7.160	1872	Alabama	1.447	1871
Vermont	6.772	1872	South Carolina	1.349	1872
Texas	6.398	1872	Georgia	687	1871
New York	6.393	1871	North Carolina	654	1872
Ohio	6.352	1872			
New Hampshire	6.056	1872	Colorado Territory	15.603	1872
Indiana	5.636	1872	District of Columbia...	15.155	1872
Minnesota	5.504	1872	Idaho Territory	9.174	1872
Wisconsin	4.588	1871	Dakota Territory	8.667	1872
Maryland	4.399	1871	Arizona Territory	4.346	1872
Kansas	4.303	1872	Washington Territory ..	3.381	1871

* The expenditure in Rhode Island is assumed to be for a school population from 5 to 15 years old.

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The average monthly wages of public-school teachers in the United States are as follows:

State or Territory.	Male.	Female.	State or Territory.	Male.	Female.
Alabama	\$42 50	\$42 50	New Jersey	\$57 34	\$32 43
Arkansas			New York		
California	74 58	60 69	North Carolina.....	25 00	20 00
Connecticut.....	66 56	32 69	Ohio.....	42 00	29 00
Delaware			Oregon.....	50 00	40 00
Florida.....	30 00	30 00	Pennsylvania.....	41 71	34 60
Georgia	55 54	38 37	Rhode Island.....	39 72	39 72
Illinois	50 00	39 00	South Carolina.....	35 00	35 00
Indiana.....			Tennessee.....		
Iowa.....	36 04	29 32	Texas.....		
Kansas	40 20	31 50	Vermont.....		
Kentucky			Virginia.....	30 32	28 21
Louisiana.....	65 00	65 00	West Virginia.....	34 95	32 15
Maine.....	33 17	14 40	Wisconsin		
Maryland.....	45 83	45 83	Arizona Territory ..	100 00	75 00
Massachusetts	85 09	32 39	Colorado Territory..	69 00	54 00
Michigan	49 92	272 1	Dakota Territory...	55 00	32 00
Minnesota.....	37 39	24 57	District Columbia ..	109 50	70 00
Mississippi.....	58 90	58 90	Idaho Territory	162 50	162 50
Missouri.....	35 00	35 00	New Mexico Ter.....		
Nebraska.....	38 50	33 48	Utah Territory		
Nevada	116 53	88 73	Washington Ter....	36 00	30 00
New Hampshire.....	37 56	24 33			

RÉSUMÉ OF FACTS RESPECTING STATE SYSTEMS.

In connection with these statistics of State school-systems, reference is also made to the abstract of State and city reports on education in the first part of the appendix to this report.

Only the briefest notice can be given here of the progress upward or downward of the systems of public instruction in the various parts of the Union.

Maine has abolished county supervision, but increased the tax-levy for schools. Massachusetts has not yet effected a levy of a tax by the State, nor is there any school supervision, save that in the cities and larger towns, subordinate to that of the secretary and other agents of the State board of education. In Connecticut a compulsory school-law has been enacted, and this is believed to be producing a favorable effect upon school attendance. The abolition of tuition fees in New Jersey has continued to add greatly to the efficiency of public instruction. In Delaware there has been increased agitation upon the subject of education; but this State has not yet effected any change in legislation, and has no State supervision, nor as yet any legal provision for the education of colored children. Maryland appropriated, by her last legisla-

ture, \$50,000 for the education of colored children in the State, outside of Baltimore, leaving Delaware and Kentucky the only States that have no provision for the education of this class of children. The progress in Virginia* has been great in the majority of counties, and deserves careful study by all the States in the South still laboring under similar difficulties. In North Carolina,† South Carolina, Georgia, and Tennessee the inaction in country districts is deplorable. In the towns and centers of population some important progress has been made; that in Atlanta, Georgia, Knoxville, Tennessee, and Jacksonville, Florida, being especially noteworthy.

Correspondence with this office indicates a very considerable increase of individual interest upon the whole subject of education, especially in regard to those features looking toward universal elementary instruction. In Tennessee‡ it is hoped that the agitation of this subject will produce more satisfactory legislation, probably restoring the State system, and the means of State and county supervision, and some measure of State aid to county effort. In Kentucky§ the increase in educational interest has been very great. Special acts have been passed by the legislature providing for the education of colored children in Louisville and some of the other cities. Alabama has remained in about the same condition as for several previous years; but, as there is no authority for sufficient local taxation, there seems to be no adequate provision even for elementary instruction. In Arkansas|| the school-system has not maintained the encouraging auspices with which it was inaugurated. Mississippi has made good progress.

* The State superintendent stimulates to still greater effort, informing the people that they spend about twenty millions a year for whisky and dogs, while only one million is asked for education.

† Rev. N. B. Cobb, in an address at an educational convention in Raleigh, North Carolina, February 12, quoting from a report of the State superintendent, Hon. Mr. McIver, gave the amount of \$155,393.96 as expended for public instruction in that State during the year ended September 30, 1872; and stated that the estimated number of dogs in the State was 200,000, or, as some thought, 153,000, whose average cost was fifty cents per month, or \$6 per year, making a total expense of \$918,000, or about six times the entire expenditure for education in the public schools of the State.

‡ Education in Tennessee has met with a great loss in the departure from the State of Rev. C. F. P. Bancroft, principal, and Mr. C. C. Carpenter, superintendent, of the Lookout Mountain institution.

The "Jubilee Singers," a company of colored students of the Fisk University, led by Mr. White, treasurer of the institution, have cleared by their concerts in the past two years \$40,000, which is for the erection of college buildings; they go to Europe to prosecute their labors.

As this report goes through the press, information is received that the legislature has passed a new school-law, containing the provisions above referred to, and that Hon. J. M. Fleming has been appointed State superintendent of public instruction.

§ A bill has been under consideration in the legislature providing for the education of the colored children throughout the State, but its passage is considered doubtful.

|| Hon. A. P. Searle, Arkadelphia, Arkansas, superintendent of the eighth judicial district (comprising seven counties) of the State of Arkansas, writes: "There is a marked

In Louisiana, for a considerable portion of the year, progress was favorable. Texas, the last of the Southern States to act, in spite of appalling obstacles, has made great advancement; but the opponents of universal education threaten to overthrow all that has been done. In Florida, while nothing has been accomplished in some sections of the State, in several localities excellent schools have been sustained and considerable progress has been made in educational sentiment. The revised school-law is successfully going into effect in Illinois, and the State school superintendent has advised a check upon the tendency to large investments in school-buildings, counseling moderation.

It is surprising that the school-system in Missouri should still remain in peril after all it has already accomplished for the State; but its friends are hopeful that none of the efforts to secure legislation which shall destroy its efficiency can finally prevail.

A lack of means is an obstacle universally encountered by the friends of education in the South, and some of the most successful enterprises there, like that at Wilmington, North Carolina, and the various institutions aided by the American Missionary Association and other benevolent organizations, are due to outside, northern liberality.

Among the effective coöperative instrumentalities is the Peabody fund, disbursed under the wise supervision of that eminent educator, Rev. B. Sears, D. D., LL. D.

It is gratifying to observe, on the far-off Pacific coast, the signs of excellent progress. The course of education in California is steadily forward. Oregon has put its school-fund in better shape, and created a State board of education, and provided for a State superintendent of public instruction. Hon. S. C. Simpson has been appointed to this office. This leaves Delaware the only State in the Union without any provision for State supervision of education.*

change in the people of these mountain-counties during the last two or three years in regard to schools. Until 1868 free schools were almost unknown. They are now established in every county of the district, and the interest manifested by the people is far beyond my most sanguine expectations. They have raised funds to carry on schools; and, in some of the more remote portions of the district, where the population is not sufficient to maintain a school, children travel several miles, carrying provisions with them, and return at the end of the week. The scholastic population of the district is 17,639. Of this number about 15,000 attend schools. The attendance of 1872 is double that of 1871. The number of teachers is 323. One of the greatest difficulties encountered in the organization of schools is the distinction that is made between white and colored children.

"Owing to the prejudice on the part of the whites, separate schools have to be maintained in some districts, doubling the expense; while, if this distinction were not made, one teacher would be sufficient for the whole number of pupils. The prejudice of the people against free schools is fast dying out. Where, a year ago, it was almost impossible to find teachers willing to take charge of them, the best teachers are now offering their services. This has had a marked effect upon the people. Public examinations of teachers are held twice a year, and teachers' institutes have been held with success."

* While this report is going through the press, this office is notified of the passage of a compulsory school-law in the State of Nevada.

THE TERRITORIES.

In the District of Columbia there has been no change in the form of school organization. The same inconvenient and illogical division of authority between four independent boards of trustees (having jurisdiction respectively over the white schools of Washington and the white schools of Georgetown, the colored schools of both cities, and all the schools for the rest of the District) yet remains. It is true that some of the evils of administration as regards the white schools in the two cities have been obviated by the wise appointment of one superintendent for both systems. By this arrangement, for which Hon. Henry D. Cooke, governor of the District, should receive credit, the schools of Georgetown have for the past year received the able supervision of Hon. J. Ormond Wilson, superintendent of the Washington schools.

But the benefits of efficient supervision should be guaranteed by law to this compactly-settled, small territory, and should not depend on the good-will of independent authorities.

The second biennial report of the superintendent of public instruction for the State of Nevada was received too late for insertion in its proper place.

The report states that during the biennial term just closed there has been a notable increase in the permanent fund, an addition of nearly 1,000 to the school population, and in several respects a proportionate improvement in school accommodations. In several counties there has been unusual activity in educational matters, resulting in the building of new school-houses, the purchase of new furniture, and the employment of better qualified teachers. The great defect of the present school system is presented in these words: "Not one-half of our schools approximate excellence in either the extent or quality of instruction furnished." This is ascribed not to a lack of qualified applicants, but to the fact that school trustees are entirely irresponsible in the matter of making appointments. "With a maximum of taxable property and a minimum of school population; with less than 5,000 children of school age and a distributive fund amounting during the past year to nearly \$100,000, the ability of Nevada to provide for her schools exceeds that of all other States; and there ought to be more tuition, and of a better quality, than is enjoyed elsewhere on the continent."

* The State school fund amounted December 31, 1872, to \$104,000. The apportionment from this fund was, for 1871, \$17,823.70; for 1872, \$22,613.74. The total expenditure for school purposes for the school year ending August 31, 1872, amounted to \$98,468.82; leaving a balance on hand of \$12,493.86. The number of children in the State between 6 and 18 years of age is 4,950. The whole number enrolled in public schools is 3,372, of whom 135 are under 6 years of age. The number attending private schools is 439. Number between 6 and 18 reported as not attending any school, 1,410. Average duration of schools, 8 months and 10 days. Twenty-six schools were maintained over 9 months. Number of male teachers employed, 29; female teachers, 59; total, 88. The highest monthly compensation paid to any male teacher is \$175; to female teachers, \$150; lowest monthly compensation of male teachers, \$75; of female teachers, \$40. Number of school districts, 58; number of school-houses, 50; number of schools 76, including 1 high school, 8 grammar, 6 intermediate, 9 primary, and 52 unclassified. Value of school property, \$69,413.

Only two counties maintained schools for a full school year, (10 months;) three counties gave 8 months and less than 10; six counties 6 months and less than 8; and two counties less than 6. Short terms are invariably occasioned by want of funds. This occurs only in thinly-settled districts, and is the necessary result of the pro-rata

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During the past year, commodious and beautiful school buildings have added to the attractions of the Washington schools, white and colored, and have contributed to their increased success.

This has been done without any assistance from Congress. Indeed, the District schools have not been favored by any grant of public lands, or other national aid, though subjected to peculiar demands from the large floating population drawn from other places, paying no taxes here, and not even claiming the District as their legal residence.*

In New Mexico, although the agitation upon educational subjects has increased, very little, practically, has been accomplished. In Arizona important improvements have been made.†

plan of the distribution of public moneys. It is recommended that either the districts be consolidated, or that a different plan of distribution be adopted.

Practically the children of all citizens are now free to attend the public schools. The statute yet discriminates against the children of colored citizens, but by decision of the supreme court, rendered in January last, the section excluding negroes was declared unconstitutional.

The superintendent urges immediate and careful attention to the interests of the university and agricultural and mechanical college. The small number in the State likely to seek an advanced education does not seem to justify the immediate establishment of the institution under the provisions of the national grant of lands.

An academy, or preparatory department, is, however, a desideratum, and would doubtless achieve immediate success, and largely advance educational interests in the State. It is recommended that it be open to pupils of both sexes. It is a gratifying fact that generous offers of sites and buildings for the university, from different parts of the State, have already been received by the board of regents.

It is considered of the highest importance to make some provision for the normal instruction of those desiring to prepare themselves for teachers. On account of the smallness of the population, the immediate establishment of a State normal school is deemed impracticable. An appropriation is asked to support a certain number of pupils in the normal school at San José, California.

The superintendent recommends that the powers of county superintendents be enlarged, that a State board of examiners be provided for, and that first-class State certificates and normal-school diplomas be recognized as valid testimonials of fitness for the profession of teaching, and that the issuance of county certificates to the holders of such be authorized.

* The statistics of private institutions in the District have been compiled by T. C. Grey, esq.

A most wise movement has been set on foot in Georgetown, by the superintendent, to harmonize the use of certain private benefactions with the action of the public-school authorities. This will, it is hoped, result in the erection of a much needed school building, in the establishment of a high-school department, and the opening of a library and laboratory for the use of the young.

A considerable increase in the number of trustees in charge of the colored schools of Washington and Georgetown has been authorized by act of Congress, in response to a recent expression of public opinion.

† The following interesting extract from a letter from the governor of the Territory, to whom great credit is due for his educational labors, contains the latest information:

* * * * *

“ You will observe by the amended law, that the tax for schools has been fixed. I found, when left optional with boards of supervisors, that there was constant danger that the money would not be raised, and consequently the schools would have to stop.

Alaska lies entirely outside of all organized efforts for education, and presents the singular fact of being an integral part of the boasted most progressive nation in the world, and yet without the least possible provision to save its children from growing up in the grossest ignorance and barbarism. No report has been received by the office from the two schools which the Fur-Seal Company is bound by its contract to support among the Aleutians.

In different parts of Washington, Wyoming, and Idaho Territories, very commendable advancement is reported. In studying the difficulties existing in the Indian Territory and Utah, it is very surprising that profound statesmanship has paid so little attention to education as the most efficient means for their solution.*

The legislature, in addition to the revenue provided for in this law, appropriated \$6,500 out of the general fund, and divided it equally among the counties of the Territory, for school purposes. I anticipate that, with the money on hand, and what we shall realize from the taxation provided for in this law, we shall raise for school purposes in the next two years about \$40,000, and with this sum we can support a few schools for at least six months each year in every school district in the Territory.

“Very respectfully, yours,

“A. P. K. SAFFORD, *Governor.*”

* By the courtesy of Hon. J. P. C. Shanks, chairman of the Committee on Indian Affairs of the House of Representatives, I have received, in advance of publication, some interesting facts in reference to the education of the Indians in the Indian Territory.

Among the Choctaws it is stated that schools have been in operation more than fifty years. Manual-labor schools were instituted among them by the missionaries long before their removal from Mississippi. Their educational system at the present time, as stated by their superintendent, provides for neighborhood schools, in which the elementary branches are taught, and for academies and seminaries for more advanced pupils. There is also a law providing for sending certain more advanced pupils from these higher schools to finish their education in the States.

A school superintendent and a district superintendent are elected by the national council, and each neighborhood elects a local trustee.

The higher schools are under the immediate supervision of the council.

• There has been no enumeration of children of school age since about four years ago, at which time there were 2,220, of whom only about three-fourths were attending any school. The superintendent states that when he entered upon his duties there were a good many primary schools but no academies. He observed that the great need was more money for school purposes; that the establishment of two large schools had reduced the number of primary schools; that the schools were formerly kept ten months annually, but now, on the average, only about five months.

There is no tax levied for school purposes, all expenditures for education being from the income of school funds.

The schools among the Chickasaws were also introduced by the early missionaries, when they met with great opposition from the Indians, though education is now much favored by them. The great want now is sufficient money to support the schools. They teach chiefly the primary branches in what are called neighborhood schools, which are kept open for ten months of the year.

The legal school age is from 6 to 25, but the usual age of attendance is from 6 to 18. From ten to fifteen of these schools are reported as in operation, in which the English is the language of instruction. The teachers are paid so much *per capita* for the pupils in attendance. The available funds for educational purposes amount annually to

A FREE-SCHOOL POLICY FOR UNITED STATES LAND GRANTEES.

A letter received by this office from Rev. George H. Atkinson, D. D., of Portland, Oregon, containing suggestions for a free-school policy for United States land grantees, and afterward printed in circular form by order of the Secretary of the Interior, has been forwarded to the different railroad corporations in the country possessing land-grants from Government, with a letter requesting their opinion of the policy suggested. Mr. Atkinson's letter sets forth the importance of the early establishment of free graded schools in the growing cities and towns of the West, and strongly urges upon railroad corporations owning lands granted by Government, the policy, both upon patriotic and pecuniary grounds, of setting apart school lands in all new cities and towns laid out by them.

Replies to this circular and letter received from United States land grantees and others to whom it was sent, all express a cordial sympathy with the plan proposed, and state that their practice has heretofore been in accordance with it. The president of the Iron Mountain and Cairo and Fulton Railroads says that these corporations "not only give lots for school-houses and churches, but also aid the people in erecting the buildings by furnishing transportation for material at reduced rates or entirely free." The Saint Paul and Pacific Railroad Company "has uniformly granted the application of school districts as well as of all religious denominations for sites for school-houses and churches." This company "will be pleased to harmonize its action in this direction with any suggestions which would improve the course it has pursued." This company, it is stated, also permits the free use of their emigrant receiving-houses (which they have established in all the principal towns) as public school-houses during the winter months when they are not needed for the use of emigrants. A response from Jay Cooke & Co. states that the Northern Pacific Railroad pursues the policy of making ample provision for sites for churches, schools, and seminaries, as fast as towns and cities are laid out by them, and adds that "there will be no difficulty in carrying out, under certain restrictions, all and more than all you hint at in your publication."

The president of the Mobile and Ohio Railroad Company approves the policy suggested, and adds: "It will afford us pleasure to cooperate with some organized plan for its accomplishment."

EDUCATION IN CITIES.—TABLE III.

The tendency to concentration of population in cities adds special interest to all investigations into facts connected with their educational

\$40,000 or \$50,000. Some 60 pupils are receiving instruction in the States, at an annual cost of \$21,000.

The children of the freedmen in this nation are entirely without any provision for education, save as made at the expense of their parents. The testimony shows a similarly deplorable condition of facts among the children of the colored people in the *Choctaw Nation*.

progress. It will be noticed that there are in this country 326 of these centers of population that may be classed as cities. Their total population, according to the census of 1870, was 8,036,937, or more than one-fifth of the entire number of inhabitants in the United States. Of these only 295 reported the number of their school population, these having a total of 2,121,889 persons of school age.

Only 318 of these cities reported their enrollment in the schools, giving 1,215,897 as under instruction.

In looking at the question of enrollment it should be noted that 102 cities admit pupils between the ages of 6 and 21; 8 between 6 and 20; 10 between 6 and 18; 2 between 6 and 17; 2 between 6 and 16; 1 between 6 and 15; 100 between 5 and 21; 27 between 5 and 20; 12 between 5 and 18; 3 between 5 and 16; 19 between 5 and 15; 17 between 4 and 21; 12 between 4 and 20; 1 between 4 and 18; 6 between 4 and 16, and 4 do not report the school age. It appears that 125 of these cities do not admit pupils under 6 years of age, and from the foregoing summary it will be noted that 121 report 41,445 children enrolled under 6, so that practically we have the number of children under 6 years of age in the public schools of 246 of these cities.

The school age in 31 cities terminates at 16, and 205 give the number enrolled over 16 at 29,750; so that practically we have the age at which school attendance ends in 236 cities.

The average attendance is given in 298 cities as 787,860; 292 report the number of schools as 7,917, and 315 report the number of teachers as 21,194; and the number of scholars in 306 is 1,026,634.

Special attention is invited to the following summary, drawn from the tables of cities, found in the appendix :

	Number of cities in table.	Population of 1870.	Population of school age, 1872.	Enrollment in schools, 1872.	Number enrolled under 6 years old.
Number of cities reporting	326	326	295	318	121
Alabama.....	4	45, 114	23, 344	6, 749	40
Arkansas.....	1	12, 380	4, 950	1, 650	80
California.....	5	195, 411	40, 809	33, 199	.....
Connecticut.....	5	117, 009	24, 067	13, 705	1, 050
Delaware.....	1	30, 841	.....	5, 607	.....
District of Columbia.....	2	120, 583	19, 489	9, 360	.....
Florida.....	3	7, 087	2, 243	980	40
Georgia.....	4	72, 814	14, 173	9, 800	.....
Illinois.....	36	536, 721	155, 696	84, 200	79
Indiana.....	24	214, 716	82, 690	37, 011	10
Iowa.....	23	154, 182	49, 795	27, 946	1, 550
Kansas.....	10	54, 355	18, 836	11, 583	190
Kentucky.....	7	152, 950	55, 965	21, 445	.....
Louisiana.....	1	191, 418	99, 893	20, 000
Maine.....	10	108, 427	37, 903	20, 773	1, 688
Maryland.....	1	267, 354	75, 000	24, 870

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	Number of cities in table.	Population in 1870.	Population of school age, 1872.	Enrollment in schools, 1872.	Number enrolled under 6 years old.
Massachusetts	15	624,439	112,969	108,038	5,289
Michigan	24	208,502	73,294	35,357	1,812
Minnesota	10	65,655	24,001	13,615	931
Missouri	11	396,393	133,186	58,151	1,336
Nebraska	2	22,133	4,200	1,700	200
Nevada	2	5,237	559	353	5
New Hampshire	4	55,614	4,437	8,873	250
New Jersey	13	327,430	105,097	55,807	502
New York	20	1,278,517	529,291	275,604	18,342
Ohio	30	573,508	245,049	92,867	159
Oregon	1	8,293	2,856	1,967	134
Pennsylvania	17	997,653	37,551	140,831	72
Rhode Island	4	103,405	9,608	13,275	544
South Carolina	1	48,956	12,727	3,970	.....
Tennessee	2	66,091	16,691	8,563	.....
Texas	4	30,733	3,763	2,182	24
Utah	3	3,752	1,020	787	20
Vermont	1	14,387	3,076	2,381	.....
Virginia	7	124,150	42,544	12,186	364
West Virginia	2	24,826	9,643	5,152	.....
Wisconsin	3	96,867	9,900	17,412	3,431
Total	326	8,036,937	2,123,889	1,215,897	41,445

	Number enrolled over 16 years old.	Average attend- ance.	Number schools.	Number teachers.	Number scholars.
Number of cities reporting	205	298	292	315	306
Alabama	45	5,496	26	98	4,891
Arkansas	120	994	.....	23	1,650
California	397	25,580	106	615	27,307
Connecticut	278	10,141	64	404	10,102
Delaware	72	3,465	19	95	3,788
District of Columbia	202	7,191	140	148	7,191
Florida	39	700	15	20	777
Georgia	153	7,786	68	137	6,849
Illinois	879	59,380	541	1,405	65,745
Indiana	1,617	31,534	548	790	37,359
Iowa	684	19,259	330	519	21,222
Kansas	296	6,942	116	136	7,463
Kentucky	82	33,089	112	366	12,450
Louisiana .....	.....	11,616	67	375	11,616
Maine	1,141	15,062	232	383	15,383
Maryland	450	21,028	121	529	24,870
Massachusetts	3,695	87,267	1,142	2,460	94,438
Michigan	2,480	27,932	507	682	29,844
Minnesota	658	10,499	163	204	10,725

	Number enrolled over 16 years old.	Average attendance.	Number schools.	Number teachers.	Number scholars.
Missouri	4, 169	54, 889	283	1, 120	55, 755
Nebraska	100	1, 500	48	52	2, 411
Nevada	4	204	6	6	282
New Hampshire	150	6, 070	25	150	5, 189
New Jersey	302	30, 491	228	838	35, 315
New York	2, 702	87, 271	682	5, 907	276, 401
Ohio	3, 657	62, 712	713	1, 625	71, 940
Oregon	124	1, 649	25	63	1, 649
Pennsylvania	1, 005	110, 031	901	2, 325	118, 597
Rhode Island	96	11, 573	58	442	15, 896
South Carolina			8	67	2, 103
Tennessee	48	4, 871	91	140	5, 611
Texas	14	1, 232	30	70	3, 338
Utah	30	647	13	15	800
Vermont		912	20	22	1, 500
Virginia	332	7, 852	119	193	8, 109
West Virginia	200	3, 502	25	97	4, 299
Wisconsin	451	8, 670	80	229	12, 086
Total	29, 750	787, 860	7, 917	23, 194	1, 026, 634

By looking carefully at the tables of cities in detail it will be found that Wilmington, Delaware; Savannah, Georgia; Centralia, Dixon, Galena, Sterling, Springfield, and Quincy, Illinois; Columbia, Kendallville, and Wabash City, Indiana; Cedar Rapids and McGregor, Iowa; Rochester, Minnesota; Concord and Manchester, New Hampshire; Utica, New York; Mansfield, Newark, and Toledo, Ohio; Allentown, Erie, Harrisburgh, Meadville, Philadelphia, Pittsburgh, and Williamsport, Pennsylvania; Providence, Rhode Island; Jefferson and San Antonio, Texas; and Milwaukee, Wisconsin, do not report population of school age in 1872; that Hartford, Connecticut; Dixon and Sterling, Illinois; Madison and Wabash City, Indiana; Paris, Kentucky; Nebraska City, Nebraska; and Houston, Texas, do not give the enrollment in schools for 1872; that Marysville, California; Hartford, Connecticut; Bushnell, Galena, and Watseka, Illinois; Wabash City, Indiana; Iowa City and Oskaloosa, Iowa; Emporia, Kansas; Biddeford and Hallowell, Maine; Flint and Lapeer, Michigan; Nebraska City, Nebraska; Orange, New Jersey; Cohoes, Elmira, New York City, Ogdensburgh, and Utica, New York; Fremont, Mansfield, and Sandusky, Ohio; Charleston, South Carolina; Houston and San Antonio, Texas; Kenosha and La Crosse, Wisconsin, do not report the average attendance for 1872; that Huntsville and Selma, Alabama; Little Rock, Arkansas; Stockton, California; New Haven and Stonington, Connecticut; Galesburgh, Macomb, Peoria, and Rock Island, Illinois; Madison, Indiana; Clinton

and Council Bluffs, Iowa; Lawrence and Topeka, Kansas; Auburn, Maine; Flint, Michigan; Hastings and Saint Anthony, Minnesota; Dover, New Hampshire; Atlantic City and Camden, New Jersey; Binghamton and Elmira, New York; Dayton, Springfield, and Mansfield, Ohio; Allegheny City and Pittsburgh, Pennsylvania; Providence and Woonsocket, Rhode Island; Petersburg, Virginia; Green Bay and Milwaukee, Wisconsin, do not report the number of schools in 1872; that Selma, Alabama; Stonington, Connecticut; Lawrence and Topeka, Kansas; Paris, Kentucky; Auburn, Maine; Saint Anthony, Minnesota; Dover, New Hampshire; Atlantic City, New Jersey; Mansfield, Ohio; Allegheny City, Pennsylvania, do not report the number of teachers; and that Selma, Alabama; Hartford and Stonington, Connecticut; Galena and Macomb, Illinois; Madison, Iowa; Emporia, Lawrence, and Topeka, Kansas; Covington, Kentucky; Auburn, Maine; Lapeer, Michigan; Saint Anthony, Minnesota; Dover, New Hampshire; Atlantic City and Orange, New Jersey; Mansfield, Ohio; Allegheny City, Pennsylvania; and La Crosse, Wisconsin, do not report the number of pupils.*

Before passing from Tables I, II, and III, it is important to observe the necessity, here suggested and enforced, of having some standard of school age as a basis of comparison. It is not necessary, of course, that the legal school age in any two States or cities should be the same for this purpose. If it should be agreed by city or State officers to report all persons between the ages of 6 and 16 inclusive, and then by years whatever number there might be below 6 to the lowest limit of school age, and the number by years of those above 16 to the upper limit of school age, and following the same principle in regard to enrollment and average, all of the conditions necessary for purposes of comparison would be secured.

*The necessity and desirableness of more attention to industrial education in connection with our city systems are receiving more consideration. Capital invested in manufactures can hardly find for itself a more appropriate investment than in the direction of furnishing those aids to the young which shall make all our cities the producers of skilled industry in all departments of the arts and trades.

In Toledo, Ohio, Mr. J. W. Scott, a pioneer settler, has given one hundred and sixty acres of valuable land, one mile west of the city, as a site and for the use of a university of arts and trades; and Mr. Raymond, an old resident of that city, has pledged \$20,000 to endow a department of mines and mining. As a beginning, a building has been bought and is being fitted up in the city, for library, lecture-rooms, and apparatus, until buildings can be erected on the grounds given by Mr. Scott, and ample arrangements made for a school for scientific and technical education, and the practical application of science to the useful arts.

STATISTICS OF NORMAL SCHOOLS.

NORMAL SCHOOLS.—TABLE IV.

States.	Total—			Number of schools in which drawing is taught.	Number having collections of models, casts, apparatus, &c., for free-hand drawing.	Number in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing a chemical laboratory.	Number possessing a philosophical cabinet and apparatus.	Number possessing a cabinet of natural history.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.
	Number of schools in each State.	Number of instructors.	Number of students.									
Alabama.....	1	5	14									
Arkansas.....	1	3	40	1		1	1				1	
California.....	1	6	181	1							1	1
Connecticut.....	1	5	149	1		1		1	1			1
Delaware.....	1	10	35	1	1	1	1				1	1
District of Columbia.....	1	6	38	1		1	1	1	1	1	1	1
Illinois.....	9	47	635	4	1	7	4	4	3	4	5	4
Indiana.....	1	10	96								1	1
Iowa.....	3	12	325			1		1	1	1		1
Kansas.....	2	12	195	1		1		1	1	1	1	1
Kentucky.....	3	6	30			1			1		1	1
Louisiana.....	1	4	14	1		1	1				1	1
Maine.....	4	41	251	3		3	1		1		3	3
Maryland.....	2	14	352	1		1	1	1	1	1	2	2
Massachusetts.....	7	62	1,032	4	3	4	1	2	3	2	3	4
Michigan.....	1	9	296	1		1	1	1	1	1	1	1
Minnesota.....	3	23	388	2		2		1	1	1	2	2
Mississippi.....	2	9	134	2		2	2	1	1		1	2
Missouri.....	6	36	724	3	1	3	2	1	2	1	2	2
Nebraska.....	1	5	105	1		1	1		1		1	1
New Hampshire.....	1	7	102	1		1	1	1	1	1	1	1
New Jersey.....	2	20	230	2	2	2	2	2	2		1	2
New York.....	10	131	1,749	7	2	6	2	6	6	4	7	7
Ohio.....	11	83	1,734	8	1	9	8	7	7	5	4	7
Oregon.....	1	7	5			1	1	1	1	1	1	1
Pennsylvania.....	6	72	1,111	6	2	6	5	4	5	2	5	6
Rhode Island.....	1	17	130	1	1	1			1	1		1
South Carolina.....	1	3	92	1		1						1
Tennessee.....	3	21	236	3		3	3				1	2
Vermont.....	3	12	253	2		3	3	2	3		2	3
Virginia.....	2	19	286	2		2	2	2	2	1	1	2
West Virginia.....	5	27	443	3	1	4	4	2	1		3	4
Wisconsin.....	4	33	373	2	1	3	3	3	4	4	3	3
Total.....	101	773	11,778	66	16	74	51	45	52	32	57	70

XXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

NORMAL SCHOOLS.—TABLE IV—Continued.

States.	Number of normal schools supported by—											
	State.			County.			City.			All other.		
	No. of schools.	No. of instructors.	No. of students.	No. of schools.	No. of instructors.	No. of students.	No. of schools.	No. of instructors.	No. of students.	No. of schools.	No. of instructors.	No. of students.
Alabama.....										1	5	14
Arkansas.....										1	3	40
California.....	1	6	181									
Connecticut.....	1	5	149									
Delaware.....										1	10	35
District of Columbia.....										1	6	38
Illinois.....	2	17	282	2	9	182	1	5	64	4	16	107
Indiana.....	1	10	96									
Iowa.....										3	12	325
Kansas.....	2	12	195									
Kentucky.....										3	6	30
Louisiana.....										1	4	14
Maine.....	2	14	111							2	27	140
Maryland.....	1	9	122							1	5	230
Massachusetts.....	4	37	459				3	25	573			
Michigan.....	1	9	296									
Minnesota.....	3	23	388									
Mississippi.....	1	3	79							1	6	55
Missouri.....	2	22	521				1	9	119	3	5	84
Nebraska.....	1	5	105									
New Hampshire.....	1	7	102									
New Jersey.....	2	20	230									
New York.....	8	101	1,749				1	28		1	2	
Ohio.....							1	5	60	10	78	1,674
Oregon.....										1	7	5
Pennsylvania.....	5	68	1,080							1	4	31
Rhode Island.....	1	17	130									
South Carolina.....										1	3	92
Tennessee.....										3	21	236
Vermont.....	3	18	253									
Virginia.....										2	19	286
West Virginia.....	3	23	314							2	4	120
Wisconsin.....	3	28	315							1	5	58
Total.....	48	454	7,157	2	9	182	7	72	816	44	248	3,623

From the above it will be seen that there are reported this year 101 normal schools in the United States, with 773 instructors and 11,778 students. Of these, 48 schools, with 454 instructors and 7,157 students, are supported or aided by States; 2, with 9 instructors and 182 students, by counties; 7 schools, with 72 instructors and 816 students, by cities; 44, with 248 instructors and 3,623 students, are connected with other educational institutions. In 66 of these schools drawing is taught, and

16 have collections of models, casts, apparatus and examples for free-hand drawing; vocal music is reported as taught in 74, and instrumental music in 51; 45 possess chemical laboratories; 52 philosophical cabinets and apparatus; and 32 have cabinets of natural history; 57 normal schools have model schools connected with them, and 70 confer normal-school diplomas and certificates upon students completing the course.

Ten States, namely, Alabama, Arkansas, Delaware, Iowa, Kentucky, Louisiana, Ohio, Oregon, South Carolina, and Virginia, report no State normal institution. While these figures are more complete than it has been possible to secure before, it is still a matter to be regretted that they are not absolutely so. The study of Table IV, in which these details may be found, will furnish many important inferences which it is impossible to note here. While they show the steady growth of normal instruction as an element in our educational system, they reveal most strikingly the entire inadequacy of all the instrumentalities now provided for the training of teachers for the instruction of the young in the country.

It will be remembered that we have already given the number of children between five and twenty, inclusive, in the United States, as 14,507,658. Some children under five years of age, and some persons over twenty, are receiving instruction; and it would not be far out of the way, therefore, if this number be considered as due at school.

If we take forty as the average number of pupils to a teacher, we find there were only teachers enough to instruct 8,841,680 of the 14,507,658 persons of school age, or, in other words, there were of these persons 5,665,978 for whom no teachers were employed. But the inadequacy of the normal training in the country, according to this, the fullest statement we have yet been able to make, is further seen if we suppose the course of instruction in the normal schools reported embraces three years, and that the whole number enrolled do actually go through the entire curriculum. There then would be graduated annually, it may be said, in round numbers, 4,000 trained teachers.

The inquiry here naturally arises, How many new teachers are required each year? If the number of pupils allowed to each teacher should be fixed at forty, it would require 362,691 to instruct the entire 14,507,658.

It has been estimated, by able educators, on the records of certain localities, that teachers do not continue in service, on the average, more than three years. There would be, therefore, 120,897 new teachers demanded each year, against which the normal schools reported can furnish only 4,000.

I can not, at this point, pause to enforce the desirableness and necessity of having well, instead of poorly qualified, or, rather, unqualified teachers. Nor can I delay here to consider the circumstances which might be introduced to modify these figures, such as the number who

instruct two sets of pupils. The truth of the utter and appalling inadequacy of normal training remains.

True, educational journals, works on teaching, teachers' conventions, teachers' institutes, lectures by able educators, and the efforts of many able supervising school officers in the country, are accomplishing much good in extending a knowledge of the art and science of education; it is true, also, that all good schools are so far promotive of the preparation of good teachers for the profession; and yet when all these aids and others have been brought into requisition, the fact remains that a great body of our children have no teachers employed for their instruction, and that a large proportion of those who are employed as teachers are entirely without the special and proper and necessary preparation for their responsibilities.

Nor is there yet provided any adequate remedy for these evils. Nor should it be forgotten that so far there is provided no special training in the methods of teaching for those who become professors in our colleges, schools of science, of law, theology, or medicine, and as a result many professors in our colleges indulge in the most unfortunate methods of instruction, methods that would not be tolerated in any elementary school under the charge of any intelligent board of school officers.

Much, however, is done to remedy these evils in connection with some institutions by discussions among the faculty or by the supervisory care of the presidents or the chief professor in the respective subjects of instruction.

In spite of the inadequacy of all provision for normal training, there remains in many quarters great opposition to normal schools. This is having a good effect so far as it arouses educators to record, collect, and publish the facts which enforce the necessity for these institutions, and the best methods of imparting normal training.

The following table, taken from the report of Professor William F. Phelps, principal of the State Normal School at Winona, Minnesota, shows the *per capita* allowance of the several States named therein to their respective State normal schools. These have no reference to the cost of buildings, since investments of this kind are permanent, and yield a return to the State in all respects as real and valuable as though they were loaned at a paying rate in dollars and cents. All the States named have buildings for normal schools.

The *per capita* accounts are stated in round numbers, fractions being omitted, as follows:

Locality.	Enrollment, 1872.	Appropriation, 1872.	Per capita amount.	Locality.	Enrollment, 1872.	Appropriation, 1872.	Per capita amount.
Fredonia, New York	141	\$24,000	\$170	Framingham, Massachusetts.	100	\$10,296	\$102
Toronto, Ontario	172	23,645	137	Oshkosh, Wisconsin	158	15,910	100
Buffalo, New York	164	18,000	110	Plattville, Wisconsin	125	12,240	98

Locality.	Enrollment, 1872.	Appropriation, 1872.	Per capita amount.	Locality.	Enrollment, 1872.	Appropriation, 1872.	Per capita amount.
New Britain, Connecticut ..	133	\$12,000	\$90	Emporia, Kansas.....	171	\$11,500	\$67
Westfield, Massachusetts ..	140	12,548	89	Potsdam, New York	(*)	18,000	.....
Perru, Nebraska	90	7,500	83	Cortland, † New York.....	370	23,712	64
Englewood, Illinois	147	12,000	82	Terre Haute, Indiana	158	10,000	63
Bridgewater, Massachusetts.	150	12,091	80	Trenton, New Jersey	204	12,000	60
Ypsilanti, Michigan.....	250	20,000	80	Peoria, ‡ Illinois.....	86	4,600	53
Whitewater, Wisconsin	188	13,695	74	Millersville, Pennsylvania.	(*)	44,420	.....
Providence, Rhode Island ..	140	10,000	71	Edinborough, Pennsylvania.	(*)	12,797	.....
Oswego, New York	260	18,000	69	Saint Cloud, Minnesota.....	79	6,000	76
Salem, Massachusetts	160	10,894	68	Mankato, Minnesota	204	9,000	44
Brockport, New York	(*)	18,000	.....			
Normal, Illinois	460	31,369	68				

* Unknown.

† Including an extra appropriation of \$5,424.24.

‡ This is a county normal school, and its support is reported as not yet adequate to its needs.

As illustrating the growth of a normal school when supported by the State, the following statement concerning the First State Normal School at Winona, Minnesota, for which we are indebted to Professor Phelps, will be found interesting. The table shows the total enrollment and appropriation for each year since its re-organization, together with the *per capita* amount of these appropriations from 1864 to 1872, inclusive. As in the foregoing table, fractions of the dollar are disregarded :

Date.	Enrollment.	Appropriation.	Per capita amount.	Date.	Enrollment.	Appropriation.	Per capita amount.
1864.....	32	\$3,000	\$94	1869.....	185	\$5,000	.....
1865.....	50	4,000	80	1870.....	216	5,000	.....
1866.....	80	5,000	62	1871.....	250	8,000	.....
1867.....	87	5,000	57	1872.....	301	10,000	.....
1868.....	122	5,000	41				

Average amount *per capita* appropriation, \$38 annually. The enrollment for 1871 and 1872 includes 62 soldiers' orphans, who have been instructed entirely gratuitously during these two years. "It is assumed that the only just basis upon which such an institution is entitled to claim support, other things being equal, is that of the number properly instructed and benefited therein. As these numbers increase, therefore, its financial resources should increase so that it shall not be forced to do its work for less than cost."

Hon. J. P. Wickersham, State superintendent of Pennsylvania, in his report for 1871, suggests the "wisdom of including in the schools of practice attached to normal schools a kindergarten, in order to secure teachers well trained in object-teaching; and, also, that the standard for admission be greatly elevated, so that the instruction of the gram-

mar school need not be repeated after entering the normal school." In his report for 1872, he observes in regard to the effort to increase the number of normal schools: "If unduly multiplied, they will be likely to fail for want of support, and the State be compelled to pay dearly for the folly of encouraging their establishment in greater number than its educational interests require. A few strong schools will accomplish more good than many weak ones. It is important that the State should adopt and adhere to some broad, general principles in making appropriations to the schools; favoritism, if persisted in, will in the end cripple the whole system." He calls attention to the "danger of making the administration of these schools narrow, and more disposed to seek private than public ends. This is the weakness of the system, and from this it has suffered."

Hon. Thomas W. Harvey, common-school commissioner of Ohio, says: "A commendable feature in some of our private schools is the attention given to normal instruction. In the absence of other efficient means and facilities for progressive training, their efforts to supply a manifest want merit encouragement and reward." He also says: "The normal school should be a purely professional school. Academic instruction, except such as may be incidentally given in the illustration of methods, should be dispensed with, that the science of education and the art of teaching may receive exclusive attention."

In this connection may be noted a remark of Professor Phelps upon the existing necessity of academic teaching in normal schools. He says: "The quality of work done in our common schools is very poor, and a large majority of the students entering the normal school come very poorly prepared. So much loose, vague, and inaccurate teaching is still done in elementary schools that at least nineteen-twentieths of those who enter the normal school must go back to first principles. Not only are they ignorant of the very beginning of common-school studies, but they have no power of expressing what they know."

Professor George P. Beard, principal of the South Missouri State Normal School, observes: "Something is evidently wrong in our common-school system of education. The majority of students entering our school we find know more of arithmetic than they know of all the other sciences taken together, and it is with great effort that they are induced to take any interest in other subjects. The design of the normal school, therefore, should be to remedy these irregularities in the common schools."

A letter from John D. Pierce, in the *Michigan Teacher* of January, 1873, in correcting a misstatement respecting the graduates of the Michigan State Normal School, gives the names and present occupation of about ninety graduates of that institution, who now are, or have been since their graduation, engaged in important and responsible positions in the educational field in that and other States. Of the fifty-four gentlemen included in this number, one has been president of a university, eleven have been county and city superintendents, and thirty-four have

been principals of high schools. Of the lady graduates, thirty-two have been teachers or principals in colleges and in high and normal schools.

An important feature connected with normal training in the country has been the establishment of normal schools in cities, under the auspices of school-boards. The great ability and eminent efficiency of many of the city superintendents of instruction are steadily improving the quality of instruction in a large number of our cities. Normal schools in such cases enjoy special advantages, gathering and centering in themselves all the excellences that are around them.

BUSINESS COLLEGES.—TABLE V.

There is a manifest and increasing demand upon public-school systems for instruction in trades, and for an opportunity to be taught at other times than the regular six hours of school. School officers have too often yielded to these demands with reluctance, if at all. The business colleges of the country have come forward and measurably furnished a supply.

Mr. S. S. Packard, president of Packard's Business College, New York City, informs me that, in his opinion, not less than twenty thousand young men enter the business colleges of the country annually, and that he believes there is a constantly growing tendency toward the education which they propose to impart. A summary of these institutions contained in the annual report of this office is the only one yet published.

On consulting Table V, Appendix, it will be seen that this year sixty-six of these schools have made returns to this office, having 263 teachers and an enrollment of 8,451 pupils, as follows :

State.	No. of schools.	No. of instructors.	No. of students.	State.	No. of schools.	No. of instructors.	No. of students.
California.....	2	14	411	New Hampshire.....	1	3	335
Georgia.....	2	8	182	New Jersey.....	1	6	323
Illinois.....	4	15	218	New York.....	12	49	1,572
Indiana.....	2	10	171	North Carolina.....	2		
Iowa.....	3	11	440	Ohio.....	5	23	1,274
Kentucky.....	2	8	223	Oregon.....	1	1	31
Louisiana.....	1	11	250	Pennsylvania.....	8	30	1,059
Maryland.....	1	7	468	Rhode Island.....	1		
Massachusetts.....	1	6	230	Tennessee.....	1	2	24
Michigan.....	1	4	206	Virginia.....	5	9	195
Minnesota.....	1	7	110	Wisconsin.....	4	12	353
Mississippi.....	1	16	150	District of Columbia.....	2	2	84
Missouri.....	2	9	142	Total.....	66	263	8,451

XXXIV REPORT OF THE COMMISSIONER OF EDUCATION.

SECONDARY INSTRUCTION.—TABLE VI.

The examination of city and State reports will reveal a very inadequate subdivision of the instruction reported in respect to different grades. The line of demarkation between elementary and secondary, and between secondary and superior instruction is not very distinct, if drawn at all. Yet, in judging whether the amount of instruction furnished is sufficient to afford the opportunity for the cultivation of the intelligence and virtue adequate to conduct the affairs of individuals, communities, and States, the aid of this factor is absolutely essential. Indeed, it is undoubtedly true that our only universally applied test of intelligence, the ability to read or write, or to do both, has unconsciously, but nevertheless actually, served to give prevalence to a judgment of the intelligence of our people more favorable than the facts will warrant.

This office, endeavoring to aid educators in drawing these lines of discrimination in instruction as respects grade, has continued its attempt to report institutions of secondary instruction. The result of inquiries in this direction will be found in the appropriate table, of which the following is a summary:

State.	Number of academies.	Instructors.			Students.			Volume in library.
		Total.	Male.	Female.	Total.	Male.	Female.	
Alabama	8	21	10	11	605	323	282	3,760
Arkansas	6	29	4	4	351	88	263	650
California	7	45	22	5	1,400	750	1,041	3,320
Colorado Territory	2	18		9	120		120	1,350
Connecticut	36	178	72	93	4,309	2,096	2,213	12,097
Delaware	6	29	16	13	528	330	198	1,250
District of Columbia	31	67	21	46	1,525	244	487	476
Florida	4	26	3	9	543	70	473	990
Georgia	17	72	27	17	1,754	931	823	1,950
Illinois	38	279	68	124	4,939	1,663	2,909	13,060
Indiana	11	67	12	30	1,836	508	1,328	4,850
Iowa	3	22	3	19	558	231	327	1,200
Kansas	6	38	24	11	550	359	191	1,502
Kentucky	14	156	15	35	1,860	160	1,479	10,509
Louisiana	9	70	16	32	955	400	555	1,918
Maine	32	120	57	63	3,225	1,611	1,494	7,607
Maryland	19	96	22	9	1,271	666	605	8,510
Massachusetts	43	221	117	98	5,254	3,247	1,980	28,067
Michigan	8	38	5	11	1,600	160	783	2,835
Minnesota	22	104	15	16	3,016	681	1,480	759
Mississippi	4	23	6	7	641	196	445	200
Missouri	24	158	51	80	2,454	625	815	5,604
New Hampshire	25	103	55	48	2,756	1,474	1,282	19,192
New Jersey	13	117	49	35	1,239	662	527	6,950
New Mexico Territory	1	10		10	120		120	500
New York	224	1,309	551	698	33,286	10,533	10,366	157,529
North Carolina	12	37	17	20	1,291	794	497	1,200
Ohio	47	294	99	100	5,903	2,791	3,112	20,535

SECONDARY INSTRUCTION.

XXXV

Summary of Table VI—Continued.

State.	Number of academies.	Instructors.			Students.			Volumes in library.
		Total.	Male.	Female.	Total.	Male.	Female.	
Oregon	3	15	10	5	243	196	47	1,780
Pennsylvania	44	273	77	83	5,015	2,501	2,214	20,600
Rhode Island	5	32	13	12	714	355	359	5,300
South Carolina	4	33	2	11	237	30	190	375
Tennessee	4	22	4	11	444	183	261	180
Texas	9	69	5	16	1,206	37	1,169	700
Vermont	33	159	58	101	3,864	1,741	2,123	14,384
Virginia	19	62	27	25	1,122	472	490	1,559
Washington Territory	1	3			60		60	50
West Virginia	4	26	1	25	673	278	395	1,100
Wisconsin	8	57	34	23	982	651	291	8,200
Wyoming Territory	1	4	1	3				
Total.....	111	4,501	1,589	1,908	98,929	37,957	43,794	378,809

State.	Students.							
	In English branches.	In classical course.	In modern languages.	Preparing for college.	Preparing for scientific course in college.	Number who have entered college since close of last academic year.	Number who have entered scientific school since close of last academic year.	Total number in classical department who have entered college since organization.
Alabama.....	490	80	20	27		13		
Arkansas.....	98	37	9	2	3			
California.....	295	159	139	80	60	11	2	14
Colorado Territory.....								
Connecticut.....	2,042	612	201	226	44	36	8	67
Delaware.....	376	105	44	40	12	2	1	12
District of Columbia.....	697	50	153	10	4	1		
Florida.....	271	29	40	12	12	6	6	
Georgia.....	612	81	32	58	13	10	3	
Illinois.....	1,584	137	226	69	26	21	2	6
Indiana.....	379	67	61	33	4	11		75
Iowa.....	330	78	50	2		2		
Kansas.....	155	57	70	40				
Kentucky.....	254	87	30	10	40	30	30	
Louisiana.....	35	5	17			24		
Maine.....	968	330	147	227	41	30	6	106
Maryland.....				15	10	2		
Massachusetts.....	2,594	983	1,289	311	118	77	46	1,439
Michigan.....	406	95	186	36	17	8	4	77
Minnesota.....	165	75	47	22		4	4	26
Mississippi.....		5	30					
Missouri.....	1,044	165	432	47	33	19	10	
New Hampshire.....	1,047	916	397	235	45	34	18	212
New Jersey.....	555	260	50	91	22	31	11	575

XXXIV REPORT OF THE COMMISSIONER OF EDUCATION.

SECONDARY INSTRUCTION.—TABLE VI.

The examination of city and State reports will reveal a very inadequate subdivision of the instruction reported in respect to different grades. The line of demarkation between elementary and secondary, and between secondary and superior instruction is not very distinct, if drawn at all. Yet, in judging whether the amount of instruction furnished is sufficient to afford the opportunity for the cultivation of the intelligence and virtue adequate to conduct the affairs of individuals, communities, and States, the aid of this factor is absolutely essential. Indeed, it is undoubtedly true that our only universally applied test of intelligence, the ability to read or write, or to do both, has unconsciously, but nevertheless actually, served to give prevalence to a judgment of the intelligence of our people more favorable than the facts will warrant.

This office, endeavoring to aid educators in drawing these lines of discrimination in instruction as respects grade, has continued its attempt to report institutions of secondary instruction. The result of inquiries in this direction will be found in the appropriate table, of which the following is a summary:

State.	Number of academics.	Instructors.			Students.			Volumes in library.
		Total.	Male.	Female.	Total.	Male.	Female.	
Alabama	8	21	10	11	605	323	282	3,760
Arkansas	6	29	4	4	351	82	263	650
California	7	45	22	5	1,800	750	1,041	3,320
Colorado Territory	2	18		9	120		120	1,350
Connecticut	36	178	73	93	4,309	2,046	2,263	12,007
Delaware	6	29	16	13	523	330	198	1,250
District of Columbia	31	67	21	46	1,525	244	487	476
Florida	4	26	3	9	543	70	473	990
Georgia	17	72	27	17	1,754	931	823	1,950
Illinois	38	279	68	124	4,939	1,663	2,909	13,060
Indiana	11	67	12	30	1,836	58	1,328	4,850
Iowa	3	22	3	19	558	231	327	1,200
Kansas	6	38	24	11	550	359	191	1,502
Kentucky	18	156	15	35	1,880	160	1,479	10,509
Louisiana	9	70	16	32	955	409	555	1,918
Maine	32	120	57	63	3,285	1,611	1,494	7,607
Maryland	19	96	22	9	1,271	666	605	8,510
Massachusetts	43	221	117	98	5,254	3,247	1,980	24,067
Michigan	8	38	5	11	1,000	160	783	2,855
Minnesota	22	104	15	16	3,016	681	1,480	759
Mississippi	4	23	6	7	641	196	445	200
Missouri	24	158	51	80	2,454	625	815	5,604
New Hampshire	25	103	55	48	2,756	1,474	1,282	19,192
New Jersey	13	117	49	35	1,239	662	527	6,950
New Mexico Territory	1	10		10	120		120	500
New York	224	1,309	551	692	33,886	10,533	10,366	157,529
North Carolina	12	37	17	20	1,291	794	497	1,200
Ohio	47	294	99	100	5,903	2,791	3,112	20,535

SECONDARY INSTRUCTION.

XXXV

Summary of Table VI—Continued.

State.	Number of academies.	Instructors.			Students.			Volumes in library.
		Total.	Male.	Female.	Total.	Male.	Female.	
Oregon	3	15	10	5	243	196	47	1,780
Pennsylvania	44	272	77	83	5,015	2,501	2,214	26,600
Rhode Island	5	32	13	12	714	355	359	5,500
South Carolina	4	33	2	11	237	30	190	375
Tennessee	4	22	4	11	444	183	261	180
Texas	9	69	5	16	1,206	37	1,169	700
Vermont	33	159	58	101	3,864	1,741	2,123	14,384
Virginia	19	62	27	25	1,122	472	490	1,550
Washington Territory	1	3			60		60	50
West Virginia	4	26	1	25	673	272	395	1,100
Wisconsin	8	57	34	23	922	651	291	8,200
Wyoming Territory	1	4	1	3				
Total.....	811	4,501	1,589	1,068	98,929	37,957	43,794	378,809

State.	Students.							
	In English branches.	In classical course.	In modern languages.	Preparing for college.	Preparing for scientific course in college.	Number who have entered college since close of last academic year.	Number who have entered scientific school since close of last academic year.	Total number in classical department who have entered college since organization.
Alabama.....	490	80	20	27		13		
Arkansas.....	98	37	9	2	3			
California.....	295	159	139	80	60	11	2	14
Colorado Territory.....								
Connecticut.....	2,042	612	201	226	44	26	2	67
Delaware.....	376	105	44	40	12	2	1	12
District of Columbia.....	697	50	153	10	4	1		
Florida.....	271	29	40	12	12	6	6	
Georgia.....	612	81	32	58	13	10	3	
Illinois.....	1,584	137	226	69	26	21	2	6
Indiana.....	379	67	61	33	4	11		75
Iowa.....	330	78	50	2		2		
Kansas.....	155	57	70	40				
Kentucky.....	254	87	30	10	49	30	30	
Louisiana.....	35	5	17			24		
Maine.....	968	320	147	227	41	30	6	106
Maryland.....				15	10	2		
Massachusetts.....	2,594	928	1,289	311	118	77	46	1,439
Michigan.....	406	95	126	36	17	8	4	77
Minnesota.....	165	73	47	22		4	4	26
Mississippi.....		5	30					
Missouri.....	1,044	165	438	47	33	19	10	
New Hampshire.....	1,047	916	397	235	45	34	18	212
New Jersey.....	555	260	50	91	22	31	11	575

XXXVI REPORT OF THE COMMISSIONER OF EDUCATION.

Summary of Table VI—Continued.

State.	Students.							
	In English branches.	In classical course.	In modern languages.	Preparing for college.	Preparing for scientific course in college.	Number who have entered college since close of last academic year.	Number who have entered scientific school since close of last academic year.	Total number in classical department who have entered college since organization.
New Mexico Ter								
New York	11,968	2,621	2,116	1,289	310	377	71	2,356
North Carolina	869	162	28	32				
Ohio	1,547	390	702	159	63	29	6	210
Oregon	94	41	30	8	8	2	1	4
Pennsylvania	867	122	99	70	32	28	22	409
Rhode Island				15		2		15
South Carolina	87	22		8	1			7
Tennessee	250	3	1	20		2		4
Texas	253	19	55					
Vermont	1,437	380	122	145	40	22	12	142
Virginia	620	66	49	25	10	1		
Washington Ter.								
West Virginia	514	32	37	6		2		
Wisconsin	712	167	362	74	24	19	53	16
Wyoming Territory								
Total	33,624	8,517	7,277	3,444	992	856	316	5,772

By a comparison of the corresponding table in my report for 1871 with that in the present report, it will be seen that gratifying progress has been made in the value of these statistics. Instead of 638 academies and high schools, as given in the previous report, we now have 811, employing 4,501 teachers, of whom, so far as the sex is given, 1,589 are males and 1,968 are females, having under instruction 98,929 pupils, of whom, so far as specified, 37,957 are males and 43,794 are females, with 3,444 preparing for a classical course in college, and 992 for a scientific course. Of the whole number, 33,624 are reported as studying the English branches, 8,517 are pursuing a classical course, and 7,277 are studying modern languages.

These institutions report in their libraries 378,809 volumes. From their classical departments 5,772 have entered college since their organization; while since the close of the previous year 1,172 have entered college, 856 in classical courses, and 316 in scientific courses.

To complete the representation of this grade of instruction, contained in this report, there should be added here the work done in the high schools, as given in the city tables, so far as it is not included in the above summary. There may be fitly included in this grade of instruction, the work done in the preparatory departments connected with colleges, and the instruction in the normal schools; indeed, very much of

that given in what are termed female colleges, is not above what is appropriate to this grade.

The census of 1870 gives 1,518 institutions as academies, or 707 more than have as yet reported to this office to be included in this table. The whole number of pupils of this grade in the census is 129,404, against 98,929 reporting here.

It is impossible to include here the course of study pursued in these institutions. Indeed, I can not enter now upon the question of the work done by them, nor can I attempt as yet to answer the question so often asked, "What ought they to do?"

I must confess my surprise, however, that so many are either hesitating in supporting this grade of instruction in our public systems of education, or opposing it outright. Apparently they know little of what is done by it, and reflect less upon what it ought to do.

Omitting all the facts not yet ascertained in regard to studies pursued, years occupied, or results secured, let them in their doubt or opposition suppose that this grade of instruction is for the benefit of those fifteen, sixteen, and seventeen years old. According to the last census there were, of these ages, in round numbers, 2,455,000 persons, of whom 1,214,000 were males and 1,241,000 were females. Of course there are those younger and older receiving this instruction, and some of these ages are in the elementary schools and some in the superior schools. But they have reported by the census enrolled in institutions of this grade only 129,404 persons, and, undoubtedly, 200,000 would be a large estimate of the whole number in any way receiving this instruction. Here are then only 200,000 youth thus benefited, against 2,455,000 that ought to have at least so much aid in their start upon the race of life in a land where each man is a sovereign citizen.

What excuse, therefore, can be offered by any one with any claim to patriotism for opposition to a work which is not reaching one person in twelve of those who need its benefits?

Here is a fact which, if used by the teachers and school officers especially interested in this grade of instruction, may aid them in informing public opinion and creating a sentiment which will result in keeping their pupils longer under instruction.

As a rule, we are a people whose opinions and actions are subject to modification by the facts within our knowledge. If it is true that our youth are prone to rush into the responsibilities of affairs too early in life, or with too little preparation, this collection of the facts will at once indicate the tendency and furnish the best means for its correction.

In the absence of all records upon the subject, and as indicating that I have not overestimated the number due to secondary institutions, I should add that in a Circular of Information, published by your order,* there were statistics collected by this Bureau in regard to 5,306 alumni of four prominent colleges, between the years 1836 and 1860, and that

* The Circular of March, 1872.

XXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

their average age on graduation was a little more than twenty-two years, making their age at entrance upon college life a little over eighteen. This would indicate that I should have been justified in adding to the number above included, as due to secondary institutions, all those persons eighteen years of age, which would greatly increase the exhibit of the work they ought to do and do not do.*

EXAMINATIONS FOR ADMISSION TO COLLEGE.

No attempt has been made this year to collect statistics upon the subject of examination for admission to academies or colleges; the only table of this character is that showing the examination for admission to the Naval and Military Academies. Special attention is invited to

* In an address before the Teachers' Association of Minnesota, Professor Horace Goodhue, jr., of Carleton College, gave some interesting opinions from college presidents in regard to the work done in preparing persons for college by academies and high schools. He quotes President Kitchell, of Middlebury College, as saying:

"One-half of our in-coming class this year are from the sehig schools." President Chamberlain, of Bowdoin, says: "In 100 of our latest admissions 33 fitted at the high schools, 59 at the academies, and 4 private." The secretary of Harvard University says: "Of the class that was admitted a year ago, 38 per cent. were from public high schools and the remainder from academies and private tutors." President Buckham, of the University of Vermont, says: "I should say that about 30 per cent. of our students come from the high school and 70 per cent. from the academy." President Smith, of Dartmouth, says: "Out of those who are already examined 33 are from academies and 14 from high schools." President Chadbourne, of Williams, says: "We think that not more than one-sixth of our students come from our public high schools. I think it would be more correct to say that not more than one in ten comes from the public high schools."

Professor Goodhue continues: "The total in all the colleges reporting who have fitted at the high school is 534; at the academy, 1,355; or 30 per cent. at the high school and 70 per cent. at the academy.

"The widely extended reputation of the late Dr. Taylor, of Andover, is no surer proof of his commanding ability than is the remarkable history and present prosperity of Phillips Academy. This year it has graduated sixty-one students, fifty-one from the classical course and ten from the English, and sends upwards of forty to college. In the past ten years it has graduated over 500, 400 of whom have entered college. Single-handed and alone it is able to feed an average college. I know of no high school, under whatever favoring circumstances, which has any such record for one year, or for ten, in the amount or the quality of the work done; and if any friend of the high school has knowledge of such an instance, we hope to learn it.

"This institution for twenty-eight years, ending with 1861, sent over 1,000 to college, while it took the Boston Latin School forty-six years, ending with the same date, to send 600; nearly twice as long to send a little more than half as many.

"Consider also the result accomplished by Williston Seminary, which has been incorporated only about thirty years. During the last ten years it has graduated about 300 and sent 200 to college.

"Again, Kimball Union Academy, now nearly sixty years old, yet never having had more than one-fifth of the endowment of Williston, has a record worthy of our attention. Its graduates number 1,200. In the last ten years it has sent out 350, one-half of whom have entered college."

* * * * *

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Table VIII—Continued.

State or Territory.	No. colleges reported.	No. reporting date of charter.	No. not reporting date of charter.	No. reporting <i>only</i> preparatory students.	No. reporting collegiate students.	No. not reporting students by classes.	No. not reporting degrees conferred in course.	No. not reporting libraries.	Years in course.					
									No. not reporting.	No. four years.	No. three years.	No. two years.	No. over four years.	
New Mexico	1		1			1	1		1					
Utah	1	1			1		1				1			
Washington	2	1	1	1		2	2	2	1	1				
Total	298	225	73	36	217	121	124	69	48	209	9	7	25	

State or Territory.	No. of faculty.	No. of students.			No. of females.			Degrees conferred in course.		No. of honorary degrees.
		Unclassified.	Preparatory.	Collegiate.	Preparatory.	Collegiate.	No. of post-graduates.	A. B.	A. M.	
Alabama	51	120	130	357	42			4	4	
Arkansas	7		187							
California	132	127	1,129	504	60	27		6	7	
Connecticut	87			795		4	50	173	33	35
Delaware	5		93	12	48					
Florida										
Georgia	31	7	105	548			2	78	15	3
Illinois	191	230	2,179	1,441	548	199	9	98	54	9
Indiana	157	366	1,038	1,001	218	125	8	55	13	9
Iowa	122	172	1,044	542	364	121	1	46	32	8
Kansas	35	119	143	90		46	6	1		
Kentucky	84	172	163	492	13	1	7	21	11	2
Louisiana	45	200	177	155	25	4			2	2
Maine	36		68	224				46	19	19
Maryland	109	430	318	235	11	56	2	19	6	5
Massachusetts	101			1,086			11	204	115	17
Michigan	59	52	547	537	165	96	9	73	12	8
Minnesota	27	40	318	99	27	11				
Mississippi	55	205	467	152	90			13		3
Missouri	174	372	1,427	206	122	75	4	32	2	1
Nebraska	6		48							2
Nevada										
New Hampshire	33			264				63	23	17
New Jersey	47		175	613			7	124	80	12
New York	330	711	2,349	2,291		54	29	198	84	33
North Carolina	28	9	112	553	8	66	4	22	14	6
Ohio	236	529	2,520	1,296	1,731	303	22	224	67	34
Oregon	21	148	315	121	90	19	1		4	1
Pennsylvania	293	834	1,208	1,625	166	105	6	226	26	6
Rhode Island	11			224				44		5
South Carolina	39	226	104	105				22	10	1

State or Territory.	No. of faculty.	No. of students.			No. of females.		No. of post-graduate.	Degrees conferred in course.		No. of honorary degrees.
		Unclassified.	Preparatory.	Collegiate.	Preparatory.	Collegiate.		A. B.	A. M.	
Tennessee	110	667	972	372	200	33		31	4	7
Texas	44	423	115	155						4
Vermont	27			138		6		10	6	9
Virginia	69		155	1,078			5	33	19	17
West Virginia	27	136	176	174	13			4		4
Wisconsin	104	130	922	324	239	83	5	42	18	19
District of Columbia	70	60	303	143	13	3		30	6	8
Colorado										
New Mexico	4	51								
Utah	8		355	12						
Washington	5	56	48							
Total	3,040	6,694	19,476	19,249	4,261	1,419	198	1,963	746	341

It will be seen that of the 298 institutions reported, 225 report the date of their charter, and 73 do not thus report; 30 report only preparatory students; 217 report collegiate students; 121 do not report students by classes; 124 do not report the degrees conferred in course; 69 do not report their libraries.

It should be noticed that there are reported 3,040 instructors; that there are 6,694 unclassified students; that 19,476 students are in preparatory courses; that there are 19,260 in collegiate courses, and that 198 are reported as resident, or post-graduate students.

There were conferred at the last commencement day the degree of A. B. in course upon 1,963 individuals, the degree of A. M. in course upon 746, and various honorary degrees upon 341.

Connected with these institutions there are reported 4,261 female preparatory students; and in the collegiate departments, 1,419. Of these, 10 only are in New England colleges.

With reference to the number of years in the courses of study, 48 do not make any report; 209 report 4 years; 9 report 3 years; 7 report 2 years, and 25 report over 4 years. These last evidently include both the preparatory and collegiate courses.

In Arkansas, Delaware, Florida, Louisiana, Minnesota, Nebraska, Nevada, Oregon, Texas, Colorado, New Mexico, Utah, and Washington Territory, no institutions are reported to have conferred the degree of A. B.

Tracing the difference of work done in various States, it will be observed that in California the 132 persons reported as embraced in college faculties had under instruction 127 unclassified students, 1,129 preparatory students, and 504 collegiate, and that only six persons received the degree of A. B., while in Connecticut 87 college professors

had under instruction 795 collegiate students, and graduated 173 with the degree of A. B.

If the whole number—19,249—reported as in the collegiate courses of instruction completed that course, there should be conferred annually about 4,800 degrees of A. B., instead of 1,963, as now reported.

The summary here attempted, of the results of this grade of instruction, it is hoped, can be repeated until completeness is secured. What a commentary do these figures furnish upon the disposition of American youth to terminate their course of study! How they emphasize the necessity of elevating our conceptions and standards of culture, and increasing and multiplying the motives to induce the young to extend the period of their study.

In the midst of the ignorant boasting of the intelligence of the American people, (and we all have sufficient inclination to boast of our country's merits,) the best informed have felt deeply the inadequacy of instrumentalities and results in the direction alike of elementary and higher education. It will be seen by a careful examination of the data already given how well-founded are these apprehensions. Shall light increase or diminish? Shall we as a people go forward or backward?

An able and very suggestive writer observes: "A large part, a very large part, of the world seems to be ready to advance to something good—to have prepared all the means to advance to something good—and then to have stopped and not advanced. India, Japan, China, almost every sort of oriental civilization, though differing in nearly all other things, are in this alike. They look as if they had paused when there was no reason for pausing; when a mere observer from without would say they were likely not to pause."

Shall a similar record be made of the United States? Whether there shall or not turns upon the consideration given this subject of education. Shall elementary, secondary, and superior instruction be made enough in quality and amount to assure the stability and progress of this great people? The opportunity is before us as a nation. We have the extent of territory, the variety and richness of soil, and the diversity and salubrity of climate, and intermediate oceans to save us from interference by others. The expectation and the coming of all other nations are toward us.

The nature of our institutions and the incentives to personal and associated effort afford conditions of success not possible elsewhere under other forms of government; but, if the result is to be attained, this one purpose must penetrate every grade of mind.

The multiplied forces that may contribute to this end must be harmonized and rendered active. The citizen must never expect to escape from this responsibility in reference to education, and his appropriate contribution to that of others must go on till the day of his death. The higher he rises in position and trust, the greater (not the less, as some seem to think) is his responsibility.

The advanced student in our colleges must be so instructed as to encourage him to thoroughly complete the collegiate curriculum, and the curriculum itself must, as time goes on, assume the form, include the studies, and become prepared to furnish the culture which our institutions and modern times unite in demanding. Original investigation in science, in history, and in political and social economy must be fostered, and the devoted and self-sacrificing investigators of these subjects must be encouraged by sympathy, respect, and substantial support. It is by these means alone that our political institutions can be improved; that our seats of learning can continue to flourish; that our vast material prosperity can hereafter gain proportionate advances.

Our distinguished and venerated citizen, Professor Louis Agassiz, of Cambridge, Massachusetts, expressed opinions, in the course of a conversation in this office, which I have his permission to publish, and to which I would call attention in connection with these statistics:

The question is how to manage education so as to elevate the character of the nation.

There are three elements in which you are equally interested. One is to bring out this class of States, where there is a practically ignorant population; though I am not as much interested in that class of efforts, I see that no effort in the higher walks of knowledge can be really sustained unless we can remove entirely this dead load by dragging the low stratum to a higher level. We must not allow such a distinction to become permanent—of States where schools are nothing, and those where they are well provided for.

Another element is to take care of the public schools. I am telling my friends in Massachusetts a very bitter thing, and I have become bolder and bolder in saying that I am under the impression that the whole system of popular education is superannuated; that what is taught is no longer the food which the rising generation really wants most; and that the very knowledge that is taught is not the best. So that I would change both the substance and the methods of our popular schools.

And then, thirdly, our higher institutions of learning are utterly inadequate to give our young men that kind of instruction which will place them on the highest level of culture, and enable those that have not the means to go abroad to get an equally good education at home. We should never be satisfied until our institutions have attained such a superiority that European students shall find it necessary to come here.

I grant that the lowest strata from Europe are at once raised by coming to the United States, but our colleges are of an inferior character. It is a mistake to suppose that this is a necessity of slow growth. Our institutions of learning can be called into existence very rapidly.

The very fact that there is no university in the United States, the intellectual interests of which are managed by professors, but always by a corporation outside, shows that we do not understand what a university is. The men who are in it must know better what are the wants of an institution of learning than outsiders. I believe there is no scientific man who will concede that there can be a university managed to the best advantage by anybody but those interested in its pursuits, and no body of trustees can be so interested.

Not only do material restrictions hamper the instructors, but who is the man who knows what is best to teach? And you see every organization, every college which is got up by outsiders, has to prosecute a curriculum and the professors have to teach that. That is all wrong for a university, but not for a high school. And that is why we have no university and no students of a higher order coming to us from the Old

World. That is as plain as daylight. Those are the essential conditions of a university.

Again, among teachers there are two classes of men, those who know what they are teaching just as well as anybody else, but who have not the natural disposition or qualification to increase the knowledge of mankind, and those who devote their lives to the production of new knowledge, and who are at the same time able to teach.

But many of the most productive thinkers are not teachers at all; they are a class of men whom the country does not recognize; they are men of original research who are not born teachers, but find they must assume the duties of instruction in order to obtain recognition. We should learn the conditions of success; and a condition of success in this matter is not to put a man with one power to do that which requires another power. * * * * *

Professor Henry says the resources of the Smithsonian Institution are too small for the work to be done. Some gentlemen think the income of the institution ample. I thoroughly agree with Professor Henry, that its resources are entirely inadequate. For one solitary department at our museum of zoölogy we spend annually more than the sum total of the income of the Smithsonian Institution, which is to cover publications, the scientific, archaeological, and zoölogical department, and which is to provide for the museum, the preservation of the collection, and the printing of the investigations as submitted.

We deal with one solitary subject, zoölogy, and for that department, for the last five years, we have spent annually sixty-five thousand dollars.

And the sum total of the income of the Smithsonian Institution is forty-five thousand dollars.

We have only \$10,500 annually derived from the income, the rest is the result of my begging from private individuals, and the legislature, and all around. * * *

Improve the character of the teachers, and let the teachers have a little more to do with teaching than simply hearing recitations, so that the teacher shall be a teacher, and not a mere machine to hear recitations.

The following opinions of Professor John Tyndall, furnished by himself at my request, are quite harmonious with those expressed by Professor Agassiz :

This is the core of the whole matter, as regards science. It must be cultivated for its own sake, for the pure love of truth, rather than for the applause or profit that it brings. And now, though my occupation is gone, still I will bespeak your tolerance for a few concluding remarks in reference to the men who have bequeathed to us the vast body of knowledge of which I have sought to give you some faint idea in these lectures. What was the motive that spurred them on? What the prize of their high calling for which they struggled so assiduously? What urged them to those battles and those victories over reticent nature, which have become the heritage of the human race? It is never to be forgotten that not one of those great investigators, from Aristotle down to Stokes and Kirchoff, had any practical end in view, according to the ordinary definition of the word "practical." They did not propose to themselves money as the end, and knowledge as a means of obtaining it. For the most part they nobly reversed this process—made knowledge their end, and such money as they possessed the means of obtaining it. * * * * *

To many of their contemporaries it would have appeared simply ridiculous to see men, whose names are now stars in the firmament of science, straining their attention to observe an effect of an experiment almost too minute for detection. * * *

That scientific discovery *may* put not only dollars into the pockets of individuals, but millions into the exchequers of nations, the history of science amply proves, but the hope of its doing so is not the motive-power of the investigator. It never can be his motive-power. I know that I ran some risk in speaking thus before practical men. I know what De Tocqueville says of you. "The man of the North," he says, "has not

only experience but knowledge. He, however, does not care for science as a pleasure, and only embraces it with avidity when it leads to useful applications." * * *

Surely no two terms were ever so much distorted and misapplied with reference to man in his higher relations than these terms useful and practical. * * *

People sometimes speak as if steam had not been studied before James Watt, or electricity before Wheatstone and Morse; whereas, in point of fact, Watt and Wheatstone and Morse, with all their practicality, were the more outcomes of antecedent forces, which acted without reference to practical ends. * * *

Strip a strong arm and regard the knotted muscles when the hand is clinched and the arm bent. Is this exhibition of energy the work of the muscles alone? By no means; the muscle is the channel of an influence without which it would be as powerless as a lump of plastic dough. At the present time there is a cry in England for technical education, and it is the expression of a true national want, but there is no outcry for original investigation. Still, without this, as surely as the stream dwindles when the spring dries, so surely will their technical education lose all force of growth, all power of reproduction.

To keep society as regards science in healthy play, three classes of workers are necessary: First, the investigators of natural truth, whose vocation is to pursue that truth, and extend the field of discovery for the truth's own sake, and without any reference to practical ends; secondly, the teacher of natural truth, whose vocation is to give public diffusion to the knowledge already won by the discoverer; thirdly, the applier of natural truth, whose vocation is to make scientific knowledge available for the needs, comforts, and luxuries of life. These three classes ought to co-exist and interact. Now, the popular notion of science, both in this country and in England, often relates, not to science strictly so called, but to the application of science. Such applications, especially on this continent, are so astounding—they spread themselves so largely and unbrageously before the public eye—as to shut out from view those workers who are engaged in the profounder business of discovery.

Take the electric telegraph as an example, which has been repeatedly forced upon my attention of late. I am not here to attenuate in the slightest degree the services of those who, in England and America, have given the telegraph a form so wonderfully fitted for public use. Assuredly they earned a great reward, and assuredly they have received it. But I should be untrue to you and to myself if I failed to tell you that, however high in particular respects their claims and qualities may be, practical men did not discover the electric telegraph. The discovery of the electric telegraph implies the discovery of electricity itself, and the development of its laws and phenomena. Such discoveries were not made by practical men, and they never will be made by them, because their minds are beset by ideas which, though of the highest value from one point of view, are not those which stimulate the original discoverer. The ancients discovered the electricity of amber; and Gilbert in the year 1600 extended the force to other bodies. Then followed other inquirers, your own Franklin among the number. But this form of electricity, though tried, did not come into use for telegraphic purposes. Then appeared the great Italian, Volta, who discovered the source of electricity, which bears his name, and applied the most profound insight and the most delicate experimental skill to its development. Then arose the man who added to the powers of his intellect all the graces of the human heart, Michael Faraday, the discoverer of the great domain of magneto-electricity. Oersted discovered the deflection of the magnetic needle, and Arago and Sturgeon the magnetization of iron by the electric current. The voltaic circuit finally found its theoretic Newton in Ohm; while, at Princeton, Henry pushed forward the course of experimental inquiry. Here you have all the materials employed at this hour in all the forms of the electric telegraph. Nay, more, Gauss, the celebrated astronomer, and Weber, the celebrated natural philosopher, both professors in the University of Göttingen, wishing to establish a rapid mode of communication between the observatory and the physical cabinet of the university, did this by means of an electric telegraph. The force, in short, had been dia-

covered, its laws investigated and made sure, the most complete mastery of its phenomena had been attained, nay, its applicability to telegraphic purposes demonstrated, by men whose sole reward for their labors was the noble joy of discovery, and before your practical men appeared at all upon the scene.

Are we to ignore all this? We do so at our peril. For I say again, behind all your practical applications there is a region of intellectual action to which practical men have rarely contributed, but from which they draw all their supplies. Cut them off from this region and they become eventually helpless. * * * * *

You are familiar with the writings of De Tocqueville, and must be aware of the intense sympathy which he felt for your institutions; and this sympathy is all the more valuable from the philosophical candor with which he points out not only your merits but your dangers.

He wrote some three and twenty years ago, and perhaps would not write the same to-day; but it will do nobody any harm to have his words repeated, and, if necessary, laid to heart. In a work published in 1850 he says: "It must be confessed that, among the civilized peoples of our age, there are few in which the highest sciences have made so little progress as in the United States."

De Tocqueville evidently doubts the capacity of a democracy to foster genius as it was fostered in the ancient aristocracies. "The future," he says, "will prove whether the passion for profound knowledge, so rare and so fruitful, can be born and developed so readily in democratic societies as in aristocracies." * * * * *

It rests with you to prove whether these things are necessarily so; whether the highest scientific genius cannot find in the midst of you a tranquil home. I should be loath to gainsay so keen an observer, and so profound a political writer, but since my arrival in this country I have been unable to see anything in the constitution of society to prevent any student, with the root of the matter in him, from bestowing the most steadfast devotion on pure science. If great scientific results are not achieved in America, it is not to the small agitations of society that I should be disposed to ascribe the defect, but to the fact that the men among you who possess the genius for scientific inquiry are laden with duties of administration or tuition so heavy as to be utterly incompatible with the continuous and tranquil meditation which original investigation demands. I do not think this state of things likely to last. I have seen in America a willingness on the part of individuals to devote their fortunes, in the matter of education, to the service of the commonwealth, for which I can not find a parallel elsewhere.

This willingness of men to devote private fortunes to public purposes requires but wise direction to enable you to render null and void the prediction of De Tocqueville. Your most difficult problem will be not to build institutions, but to make men; not to form the body, but to find the spiritual embers which shall kindle within that body a living soul. You have scientific genius among you; not sown broadcast, believe me, but still scattered here and there. Take all unnecessary impediments out of its way.*

CULTURE, AND ITS PRACTICAL USE IN INSTRUCTION.

But while it is true that original investigation may not be sufficiently encouraged, we have to confess many other deficiencies in respect to superior instruction in our country.

The genius which leads in unfolding the secrets of material nature for the use of mankind must indeed be fostered, but no less that genius which leads the activities of men in right directions; that common sense

* Professor Tyndall sought practically to carry out his own suggestion, and set apart the net proceeds of his lectures in this country, delivered at Boston, Philadelphia, Baltimore, Washington, Brooklyn, New Haven, and New York, amounting to \$13,000, and conveyed the same in trust to a committee, composed of Professor Joseph Henry, General Hector Tyndall, and Professor E. L. Youmans, who may expend the income in aid of students who devote themselves to original research.

and personal integrity essential to the highest results in the multifarious affairs in which the American citizen is called to act.

Undoubtedly students must, for the years of instruction, withdraw themselves from all active pursuits to secure the full advantage of concentrated attention, so as to put all the elements of mind in the healthiest condition of growth—of acquisition and discipline—yet there may be a seclusion which will totally unfit them for active affairs. Whatever there is of hot-house life, which renders growth in the sunshine and air that nature provides injurious or fatal, should be avoided in the school.

The student, as he penetrates the depths of science and literature in the author or text-book which is furnished, or to which reference is made, can, with tact on the part of the teacher, be brought to apply his thoughts with equal disciplinary effect to the characters and events of to-day, to the current developments of science, history, and literature, with advantage to his enthusiasm and the appropriate application of his discriminations and principles of judgment to questions of duty when he assumes the responsibilities of active life.

There are here and there in our colleges excellent illustrations of what I believe could be easily made universal, to the advantage alike of our country and of our superior instruction.

An eminent illustration is presented in the chapel-talks of M. B. Anderson, LL. D., president of Rochester University.

I have obtained from Professor J. H. Gilmore a description of these "talks."

It would be impossible to give an adequate idea of the nature of those "talks" or of the influence which they have in educating, restraining, and ennobling our "boys." They *are*, emphatically, "talks"—not lectures, sermons, or orations. Very rarely, I think, does the doctor make the slightest preparation for them. Oftenest—and always when at their best—they are impromptu. Some passage in the Scripture which he is reading flashes a new light upon his soul; or some paragraph in the morning's paper comes back to him with an application to the young men before him which he had not thought of when he read it; or his intense desire for the welfare of his charge reminds him of tendencies which he may have detected in a wrong direction—and he finds himself talking before he is aware of it.

The theme may be anything you please, almost. Some movement in European politics, the significance of which is likely to be overlooked, or misconstrued, by those who forget that history in making is as interesting as history made; the death of some great man, or the discomfiture of some little one; a question of practical morality or personal religion; the claims of the age on its educated men, and the way in which those claims may be met; incipient tendencies in college to indolence and insubordination—all is fish that comes to the doctor's net. Two or three days ago he defended the thesis that the reason why some men of splendid endowments and substantial attainments failed of the very highest success, was that they lacked the faculty of adaptation to the demands of their fellows. When Henry J. Raymond died, he gave us an estimate of the value of education to the editor, and the kind of education which the editor ought to have. The assassination of James Fisk suggested the thought that roguery always comes to grief in the long run. "Disestablishment" in Ireland, communism in France, railway monopolies in our own country, are all themes which were discussed when at their freshest, and with such reference to fundamental princi-

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ples, with illustrations so apt and so various, that I am not certain that the doctor's colleagues were not the most interested of his hearers.

The doctor's manner in the chapel is, of course, familiar and unpretending, as a man's manner is likely to be who hardly knows that he is talking at all—much less thinks that he is talking *well*. He rarely speaks over ten or fifteen minutes.

His English is of that terse, vigorous, idiomatic kind which gives his hearers faith in their mother-tongue. His illustrations are frequent and thoroughly effective. Often, in his chapel-talks, he rises to a degree of eloquence which I have never heard him attain on the rostrum or in the pulpit; but it is the eloquence of downright scorn for all that is mean, and hearty sympathy with all that is pure and manly.

Sometimes he is learned—always he is characterized by that practical good sense which has made him, to my mind, the first of American educators. With less of refined culture than some, and less of minute scholarship than others, he has a breadth of information, a grasp of intellect, and a depth of sympathy, which make him just the man to help college-students, by his chapel-talks, to refer current events to scientific categories.

That confidence in his mental affluence which leads him to scatter his gifts with such a lavish hand—never holding himself in reserve for "a suitable occasion"—is, after eight years of intimate acquaintance, what, perhaps, impresses me most in President Anderson. *His* suitable occasion is when he can get face to face with even a single man whom he can help in any way; and nowhere is that fact more apparent than in his chapel-talks.

Of course, after what I have said, you will see that any formal statement with reference to this feature in our course at Rochester is out of the question. It would, doubtless, be as effective an agency for good in every college as here.

SUPERIOR INSTRUCTION OF FEMALES.—TABLE IX.

The number of these institutions reported is 175, with 1,617 instructors, of whom 449 are male and 1,168 female, and a total of 11,288 students.

The number of institutions in each State is—

In Alabama.....	8	In Massachusetts.....	6	In Oregon.....	1
In California.....	3	In Michigan.....	3	In Pennsylvania.....	14
In Connecticut.....	4	In Minnesota.....	1	In South Carolina.....	1
In Delaware.....	1	In Mississippi.....	5	In Tennessee.....	8
In Georgia.....	16	In Missouri.....	5	In Texas.....	3
In Illinois.....	10	In New Hampshire.....	3	In Vermont.....	1
In Indiana.....	3	In New Jersey.....	3	In Virginia.....	13
In Kansas.....	1	In New York.....	25	In West Virginia.....	2
In Kentucky.....	7	In North Carolina.....	9	In Wisconsin.....	3
In Maryland.....	3	In Ohio.....	13		

The institutions are distributed denominationally as follows:

Presbyterian.....	17	Protestant Episcopal... ..	11	Christian.....	2
Baptist.....	20	Congregational.....	5	U. Baptist.....	1
Roman Catholic.....	18	Lutheran.....	3	Reformed.....	1
Methodist Episcopal....	14	Moravian.....	2	Undetermined.....	67
Methodist.....	12	Union.....	2		

Attention is directed to the remarks in connection with secondary instruction.

Those who are desirous of consolidating the statistics of superior

instruction for males and females, will observe that the 473 institutions reported of both classes have 4,657 instructors, and 56,905 scholars.

SCHOOLS OF SCIENCE.—TABLE X.

Schools of this character present a gratifying gain, as will be seen by bringing the following summaries, drawn from the tables of these institutions, into comparison with the similar summaries for the previous year. Opening in some measure a new field of instruction in this country, they are helping in the solution of all questions of special education.

The cost of their apparatus must be much greater than that so far used in aid of classical training.

The practice essential to their success is expensive, and it may be that the interests of culture will require that further aid be judiciously bestowed by the General Government. The promotion of any department of learning is likely to work advantage in the end to all culture.

It is gratifying to observe the rallying of private wealth to the support of scientific and industrial education.

It should be remarked that while, for the present, these institutions are necessarily classed together in the tables from which the following facts are drawn, that there is among them great diversity of aim and method.

I regret that any States have yet to be reported as without organization under the grant of land by Congress for this purpose.

In some States, however, where no students are reported, the organization is now rapidly approaching completion, and by another year no doubt a considerable attendance can be reported.

Statistical summary of schools of science endowed by the national grant of lands.

States.	Number.	Total number of persons in faculty.	Students.			Total number of degrees conferred at last commencement.
			No. in regular course.	No. in special course.	No. in preparatory course.	
Alabama.....	1	8	*103			
Arkansas.....	1	5			92	
California.....	1	10	*95			
Connecticut.....	1	27	156	16		23
Delaware.....	1	6	22	1		
Florida.....	a0					
Georgia.....	b1					
Illinois.....	1	27	386	2		
Indiana.....	b1					
Iowa.....	1	12	201		19	
Kansas.....	1	12	27		170	
Kentucky.....	1	11	*217			
Louisiana.....	b0					
Maine.....	1	9	71			5

* Students unclassified.

a Not yet established.

b Scientific school not yet organized.

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Statistical summary of schools of science—Continued.

States.	Number.	Total number of persons in faculty.	Students.			Total number of degrees conferred at last commencement.
			No. in regular course.	No. in special course.	No. in preparatory course.	
Maryland.....	1	9	50		97	
Massachusetts.....	2	74	440	30		35
Michigan.....	1	11	113	13		13
Minnesota.....	1	9	*117			
Mississippi.....	2	12	c			5
Missouri.....	2	10	d			
Nebraska.....	1		e			
Nevada.....	0		a			
New Hampshire.....	1	10	23			11
New Jersey.....	1	12	50			†30
New York.....	1	49	d			65
North Carolina.....	1		* a			
Ohio.....	1		b			
Oregon.....	1	6	22			
Pennsylvania.....	1	10	80			2
Rhode Island.....	1		d			15
South Carolina.....	1		e			
Tennessee.....	1	14	d			
Texas.....	1		b			
Vermont.....	1	8	25			7
Virginia.....	2	18	203			
West Virginia.....	1	19	31	2		
Wisconsin.....	1	13	97			* 137
Total.....	38	411	2,529	64	378	238

* Students unclassified. † Including 1 honorary. ‡ Including 2 honorary.
 a Not yet established. b Scientific school not yet organized.
 c No students reported. d See Table VIII.—Colleges.
 e Blacksburgh Agricultural and Mechanical College; students not reported; just organized.

Statistical summary of schools of science (including collegiate departments) not endowed by national land-grants.

States.	Number.	Total number of persons in faculty.	Students.			Total number of degrees conferred at last commencement.
			No. in regular course.	No. in special course.	No. in preparatory course.	
California.....	1	10	32			1
Illinois.....	2	19	100	1	144	3
Indiana.....	1	4	15			
Iowa.....	1	13	44			7
Maine.....	1	22	53	1		2
Massachusetts.....	2	28	a131	1		1

a Students unclassified.

THEOLOGICAL SCHOOLS.

Statistical summary of schools of science, (including collegiate departments)—Continued.

States.	Number.	Total number of persons in faculty.	Students.			Total number of degrees conferred at last commencement.
			No. in regular course.	No. in special course.	No. in preparatory course.	
Michigan	2	21	168		6150	51
Missouri	2	16	81			4
New Hampshire	2	21	66		4	11
New Jersey	1	7	50			
New York	4	58	287	64	63	47
Ohio	4	42	377	5	6170	20
Oregon	1	5	79			3
Pennsylvania	4	22	102	14	640	7
Tennessee	1	5	12			
Virginia	3	20	130	40		21
	32	313	1,727	126	571	178
	38	411	2,529	64	378	4 H., 224
	70	724	4,256	190	949	4 H., 402

a Students unclassified. b Reported in "partial course." c Includes 48 unclassified students.

THEOLOGICAL SCHOOLS.—TABLE XI.

The whole number of theological schools reported is 108, with 435 instructors and 3,351 students. The schools are distributed among the different denominations as indicated by the following table:

Denomination.	No. of seminaries.	No. of professors.	No. of students.	Denomination.	No. of seminaries.	No. of professors.	No. of students.
Presbyterian	15	69	608	Free Baptist	2	10	32
Baptist	17	58	552	Evangelical Lutheran	2	7	23
Roman Catholic	13	84	501	Union Evangelical	1	8	27
Congregational	7	47	324	Moravian	1	3	25
Lutheran	11	28	316	Unitarian	1	7	22
Methodist Episcopal	8	26	272	United Brethren	1	1	11
Protestant Episcopal	9	39	239	African Methodist Episcopal	1		8
Christian	2	5	136	New Jerusalem	1	4	
Reformed	5	12	105	Unknown	3	5	19
United Presbyterian	4	13	81				
Universalist	2	9	45	Total	108	435	3,351

Of these seminaries there are—

In Alabama.....	1	In New Jersey.....	4
In California.....	2	In New York.....	12
In Connecticut.....	3	In North Carolina.....	1
In Georgia.....	1	In Ohio.....	12
In Illinois.....	10	In Pennsylvania.....	14
In Indiana.....	1	In South Carolina.....	2
In Iowa.....	4	In Tennessee.....	2
In Kentucky.....	6	In Texas.....	1
In Louisiana.....	1	In Vermont.....	1
In Maine.....	2	In Virginia.....	5
In Maryland.....	3	In West Virginia.....	1
In Massachusetts.....	7	In Wisconsin.....	4
In Michigan.....	2	In District of Columbia.....	2
In Missouri.....	4		

LAW SCHOOLS.—TABLE XII.

There are forty-two law schools in the United States, with one hundred and fifty-one instructors, and 1,976 students.

The number of schools in each State is as follows:

In Connecticut.....	1	In New York.....	5
In Georgia.....	1	In North Carolina.....	1
In Illinois.....	2	In Ohio.....	3
In Indiana.....	3	In Pennsylvania.....	4
In Iowa.....	2	In South Carolina.....	1
In Kentucky.....	1	In Tennessee.....	2
In Louisiana.....	1	In Texas.....	1
In Massachusetts.....	2	In Virginia.....	3
In Michigan.....	1	In Wisconsin.....	1
In Mississippi.....	1	In District of Columbia.....	4
In Missouri.....	2		

MEDICAL, DENTAL, AND PHARMACEUTICAL INSTITUTIONS.—TABLE XIII.

The table of medical and kindred schools gives a total of ninety-two institutions. Of these 61 are known as regular, with 607 instructors and 4,887 students; 3 as eclectic, with 25 instructors and 259 students; there are 9 dental schools with 58 instructors and 199 students; and 13 pharmaceutical schools with 36 instructors and 650 students. Of those denominated regular, Alabama, Connecticut, Indiana, Louisiana, Maine, New Hampshire, North Carolina, Oregon, Texas, and Vermont have each one; California, Iowa, Kentucky, Maryland, Massachusetts, Michigan, South Carolina, Tennessee and Virginia, two; Georgia, Illinois, and West Virginia, three; Pennsylvania, four; Missouri, five; Ohio, six; and New York, nine. Of the eclectic, Illinois, New York, and Ohio have one each. Of the homœopathic, Louisiana, Maryland, Missouri, New York, and Ohio have each one; Pennsylvania and Massachusetts, two. Of the pharmaceutical, Illinois, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New York, Pennsylvania, and the District of Columbia have each one, and North Carolina, two.

ACTION OF THE NEW YORK LEGISLATURE RESPECTING MEDICAL EXAMINATIONS.

In observing the indications of progress during the past year, the action of the legislature of New York with regard to medical diplomas should not be omitted. The act was passed May 16, 1872, providing that "the regents of the University of the State of New York shall appoint one or more boards of examiners in medicine," of seven members each, "who shall have been licensed to practice physic and surgery in the State." The examiners are required to examine faithfully all candidates referred to them for that purpose by the chancellor of the university, according to each of the systems of practice represented by the several medical societies of the State, and report to him in writing the questions and answers of each examination, which reports, and the opinions of the examiners, are to be forever a part of the public records of the university.

"Any person over twenty-one years of age, of good moral character," on applying to the chancellor for an examination, and paying thirty-five dollars into the treasury of the university, can receive an order to that effect, if he shows that he has a competent knowledge of the branches taught in the common-schools of the State and of the Latin language; that he has studied medicine diligently under the direction of one or more physicians, duly qualified, for three years, and that he has been licensed, on examination, by certain specified authority.

The regents of the university, on examining the reports of the examiners, and finding that not less than five members of the board of examiners have voted in favor of a candidate, shall issue a diploma to him or her, conferring the degree of M. D. of the university of the State of New York, to practice physic and surgery.

Attention is respectfully invited to an opinion expressed in an article on "Medical Education in the United States," among the papers accompanying the report of this Bureau for 1870, in which it was strongly urged that, in the matter of conferring degrees, the ruling power of the State should have enough interest to insure the proper action by medical colleges, not in order to discriminate between the different systems of practice, but to such an extent as "to insist that every person, regular, eclectic, or homœopathic, who practices medicine or surgery, shall have studied a specified time in a specified way, and passed a specified examination before boards selected by the executive."

LIBRARIES.—TABLE XIV.

In the reports of this Bureau for 1870 and 1871, in recognition of the educational importance of libraries, attempts were made to include information of the principal ones as far as possible. During the past year a much more extended inquiry has been made upon this subject, and

LIV REPORT OF THE COMMISSIONER OF EDUCATION.

the results are correspondingly more satisfactory. The following is a summary of these, upon the leading points of inquiry :

States.	No. of libraries.				Volumes.	Pamphlets.	Manuscripts.	No. reporting their weekly circulation.	Weekly circulation.
	Total.	Circulating & reference.	Reference.	Circulating.					
Alabama.....									
Arkansas.....	1			1	1,800	20		1	50
California.....	8	6	2		119,869	2,208	2	5	4,550
Connecticut.....	11	8	1	2	103,896	6,050	52	6	1,809
Delaware.....	1	1			11,000	200		1	500
Florida.....									
Georgia.....	1		1		15,000				
Illinois.....	8	5	3		42,789	1,400	6	5	6,150
Indiana.....	5	2	3		51,000	1,430		3	375
Iowa.....	5	3	2		33,608	8,140		3	233
Kansas.....	1		1		8,500				
Kentucky.....	3	1	2		15,589	3		1	250
Louisiana.....	2	1	1		6,045			1	40
Maine.....	10	7	1	2	91,166	500	14	8	1,696
Maryland.....	6	3	3		158,222	13,150	6	2	1,600
Massachusetts.....	65	48	7	10	1,008,394	476,905	343	47	28,443
Michigan.....	7	5	2		65,894	5,900		5	2,801
Minnesota.....	2	1	1		11,100	9,700		1	400
Mississippi.....	1		1		15,000	8,000			
Missouri.....	5	2	2	1	106,570	13,820	68	3	3,512
Nebraska.....	1		1		5,314	13,000			
Nevada.....									
New Hampshire.....	14	10	2	2	736,000	4,234	25	11	2,472
New Jersey.....	6	4	2		39,200	8,500	2,500	2	259
New York.....	34	20	10	4	789,654	96,407	714	21	16,961
North Carolina.....	2	2			19,000	2,000			
Ohio.....	20	14	6		238,201	17,008	2,063	11	6,893
Oregon.....	1	1			5,330	300		1	300
Pennsylvania.....	33	21	7	5	478,953	83,406	5,996	17	9,844
Rhode Island.....	16	14	1	1	147,137	17,358		11	2,512
South Carolina.....	4	2	2		63,613	200	5		
Tennessee.....	1		1		18,000				
Texas.....	1			1	1,200	200	5		
Vermont.....	6	5	1		50,585	3,150		4	925
Virginia.....	6	4		2	60,480	11,300	7	3	290
West Virginia.....									
Wisconsin.....	3	1	2		30,705	27,275	200	1	56
District of Columbia.....	15	5	10		414,350	71,775	2,029	5	968
Colorado.....									
New Mexico.....									
Utah.....									
Washington.....	1		1		5,000	1,000		1	8
Total.....	306	206	79	31	4,977,164	904,542	14,035	180	93,900

In addition to the replies to the direct inquiries sent from this office

STATISTICS OF LIBRARIES.

LV

during the past year, the lists of the previous reports have been examined, and information obtained from all other available sources, with the following result :

States.	Altogether.		Per table.		Per list.	
	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.
Alabama.....	11	30,960			11	30,960
Arkansas.....	1	1,800	1	1,800		
California.....	23	165,669	8	119,899	15	45,800
Connecticut.....	31	278,096	11	103,896	20	174,200
Delaware.....	7	60,254	1	11,000	6	49,254
Florida.....						
Georgia.....	11	87,600	1	15,000	10	72,600
Illinois.....	52	234,698	8	42,789	44	191,909
Indiana.....	23	104,920	5	51,000	18	53,920
Iowa.....	22	87,258	5	33,608	17	53,650
Kansas.....	10	23,530	1	8,500	9	15,030
Kentucky.....	19	99,749	3	15,589	16	84,160
Louisiana.....	8	23,545	2	6,045	6	17,500
Maine.....	30	159,380	10	91,166	20	68,214
Maryland.....	33	285,962	6	158,222	27	127,740
Massachusetts.....	144	1,479,934	65	1,008,394	79	471,540
Michigan.....	25	139,724	7	65,894	18	73,830
Minnesota.....	8	31,850	2	11,100	6	20,750
Mississippi.....	6	28,140	1	15,000	5	13,140
Missouri.....	28	196,925	5	106,570	23	90,355
Nebraska.....	2	7,314	1	5,314	1	2,000
Nevada.....						
New Hampshire.....	26	808,386	14	736,000	12	72,386
New Jersey.....	18	135,410	6	39,200	12	96,210
New York.....	152	1,313,906	34	789,654	118	524,252
North Carolina.....	14	73,000	2	19,000	12	54,000
Ohio.....	87	474,300	20	238,201	67	236,099
Oregon.....	5	14,530	1	5,330	4	9,200
Pennsylvania.....	117	888,364	33	478,953	84	409,411
Rhode Island.....	29	217,887	16	147,137	13	70,750
South Carolina.....	10	99,613	4	63,613	6	36,000
Tennessee.....	16	95,000	1	18,000	15	77,000
Texas.....	6	22,344	1	1,200	5	21,144
Vermont.....	17	73,020	6	50,585	11	22,435
Virginia.....	26	161,155	6	69,480	20	91,675
West Virginia.....	4	12,105			4	12,105
Wisconsin.....	26	113,760	3	30,705	23	83,055
District of Columbia.....	24	472,850	15	414,350	9	58,500
Colorado.....	3	4,700			3	4,700
New Mexico.....						
Utah.....	1	2,205			1	2,205
Washington.....	1	5,000	1	5,000		
Total.....	1,076	8,514,843	306	4,977,164	770	3,537,679

LIV REPORT OF THE COMMISSIONER OF EDUCATION.

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	Total.	Circulating & reference.	Reference.	Circulating.					
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Arkansas.....	1			1	1,800	20		1	50
California.....	8	6	2		119,863	2,208	2	5	4,550
Connecticut.....	11	8	1	2	103,896	6,050	52	6	1,809
Delaware.....	1	1			11,000	200		1	500
Florida.....									
Georgia.....	1		1		15,000				
Illinois.....	8	5	3		42,789	1,400	6	5	6,150
Indiana.....	5	2	3		51,000	1,430		3	375
Iowa.....	5	3	2		33,008	8,140		3	233
Kansas.....	1		1		8,500				
Kentucky.....	3	1	2		15,589	3		1	250
Louisiana.....	2	1	1		6,045			1	40
Maine.....	10	7	1	2	91,166	500	14	8	1,696
Maryland.....	6	3	3		158,222	13,150	6	2	1,600
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Mississippi.....	1		1		15,000	8,000			
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North Carolina.....	2	2			19,000	2,000			
Ohio.....	20	14	6		238,201	17,008	2,063	11	6,893
Oregon.....	1	1			5,330	300		1	300
Pennsylvania.....	33	21	7	5	478,933	83,406	5,906	17	9,844
Rhode Island.....	16	14	1	1	147,137	17,358		11	2,512
South Carolina.....	4	2	2		63,613	200	5		
Tennessee.....	1		1		18,000				
Texas.....	1			1	1,200	200	5		
Vermont.....	6	5	1		50,585	3,150		4	925
Virginia.....	6	4		2	69,480	11,300	7	3	290
West Virginia.....									
Wisconsin.....	3	1	2		30,705	27,275	200	1	56
District of Columbia.....	15	5	10		414,350	71,775	2,029	5	968
Colorado.....									
New Mexico.....									
Utah.....									
Washington.....	1		1		5,000	1,000		1	8
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STATISTICS OF LIBRARIES.

LV

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Delaware.....	7	60,254	1	11,000	6	49,254
Florida.....						
Georgia.....	11	87,600	1	15,000	10	72,600
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Louisiana.....	8	23,545	2	6,045	6	17,500
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Massachusetts.....	144	1,479,834	65	1,008,394	79	471,540
Michigan.....	25	139,724	7	65,894	18	73,830
Minnesota.....	8	31,850	2	11,100	6	20,750
Mississippi.....	6	28,140	1	15,000	5	13,140
Missouri.....	28	196,925	5	106,570	23	90,355
Nebraska.....	2	7,314	1	5,314	1	2,000
Nevada.....						
New Hampshire.....	26	808,386	14	736,000	12	72,386
New Jersey.....	18	135,410	6	39,200	12	96,210
New York.....	152	1,313,906	34	789,654	118	524,252
North Carolina.....	14	73,000	2	19,000	12	54,000
Ohio.....	87	474,300	20	238,201	67	236,099
Oregon.....	5	14,530	1	5,330	4	9,200
Pennsylvania.....	117	888,364	33	478,953	84	409,411
Rhode Island.....	29	217,887	16	147,137	13	70,750
South Carolina.....	10	99,613	4	63,613	6	36,000
Tennessee.....	16	95,000	1	18,000	15	77,000
Texas.....	6	22,344	1	1,200	5	21,144
Vermont.....	17	73,020	6	50,585	11	22,435
Virginia.....	26	161,155	6	69,480	20	91,675
West Virginia.....	4	12,105			4	12,105
Wisconsin.....	26	113,760	3	30,705	23	83,055
District of Columbia.....	24	472,850	15	414,350	9	58,500
Colorado.....	3	4,700			3	4,700
New Mexico.....						
Utah.....	1	2,205			1	2,205
Washington.....	1	5,000	1	5,000		
Total.....	1,076	8,514,843	306	4,977,164	770	3,537,679

I have included in the appendix to this annual report a full list of the institutions referred to as far as reported to date; it is hoped that it can soon be given to the public in a separate and improved form.

Thus far it has been impossible for this office to take any cognizance of, and much less to include in its publications, the name and location of the numerous libraries in the country having less than a thousand volumes each. The great good they are accomplishing, however, is thoroughly appreciated. A reference to the library statistics from the census of 1870, to be found in the appendix to this report, will show how numerous and how important the smaller libraries of the country must be in the culture of the people. The following extracts are from a suggestive letter of the Rev. S. Ketchum, of Bristol, N. H., dated December 10, 1872:

I can not suppose you have overlooked the fact that by much the larger part of all the books in libraries to which the people have free access are in the possession of churches and Sunday-schools. They are, to be sure, in small collections, comparatively insignificant in themselves; but when taken in the aggregate, doubtless surpass all the other libraries put together, and are used by vastly more persons. Take this town for an example, containing 1,500 inhabitants, having three churches. In the libraries of these churches are probably not less than 1,000 or 1,200 volumes, consisting largely of standard works on history, biography, travels, theology, homiletics and exegesis. Nor is this an exceptional town for the population. When, therefore, you take into the consideration the thousand or more churches in the State, you will perceive that they present library facilities that exceed all the other library facilities in the State.

Then, again, the number of small, local, free or circulating libraries is large. In this State of New Hampshire—which is, perhaps, behind all the other New England States—there are probably a hundred or more of these, ranging from two hundred to two thousand volumes each, small collections, but which, taken together, would exceed the library of almost any college in the country, save Harvard or Yale, and used by numbers exceeding from five to ten times the numbers who use the libraries of such great institutions.

In fact, hardly any short statement can include even a bare enumeration of the benefits which even very small collections of judiciously selected books can confer on their readers.

As an instance of what practical use such libraries may be in numberless directions, I would respectfully call attention to the following statement of the library enterprise of the American Seaman's Friend Society of New York City:

The American Seaman's Friend Society has been engaged for several years in supplying sea-going vessels with libraries for the special use of the men in the fore-castle.

These libraries are made up of between forty and fifty volumes, in a neat case, with lock and key, and are loaned to the ship, (a receipt being taken for the same from the person having the library in charge, usually the captain,) to be returned after six, nine, or twelve months, according to the voyage, when they are refitted and reshipped upon similar conditions.

The books in these libraries are carefully selected, and of such as promise to interest, educate, and improve seamen, and to excite within them a love for reading, being to this end largely of adventure, history, natural science, with an arithmetic, geography and atlas, &c. Something on the subject of temperance, always a Bible, and sundry attractive works of a moralizing and evangelical character; and all adapted to the *ascertained* capacity and known nationality of the crew.

Over four thousand of these libraries have been sent to sea (nearly eight hundred of them on United States naval vessels) containing at least 185,000 volumes, which in their frequent reshipment have been accessible to probably 180,000 readers; and this at a cost to the society of about \$6,000. Of new and refitted libraries the society is now sending to sea an average of *fifty* per month; i. e., about 2,000 volumes are in this way circulated monthly for the use of seamen abroad upon the oceans of the world.

The amount of good accomplished through these libraries is beyond computation. Sea-captains pronounce them indispensable help in administering the ship discipline, while seamen acknowledge their personal obligation for what this work has done to ameliorate and elevate their condition. It has wrought in some instances the reformation of the entire crew, and everywhere abroad under its influence intemperance, profanity, and ignorance give way to intelligence and morality, foreshadowing for our sailors a brighter future through a better informed and a more hopeful life.*

MUSEUMS.—TABLE XV.

The educational influences of museums have been recognized in some form from time immemorial. Their value as aids to education, however, has of late greatly increased in appreciation in this country. During the past year an attempt has been made to bring into view the facilities furnished by the different museums in our country. The result, though imperfect, is more satisfactory than was anticipated.

The Academy of Natural Sciences in Philadelphia, founded in 1812, and occupying a high position in public and scientific estimation, has the oldest reported museum.

But all other collections in this country are surpassed in comparative zoölogy by Professor Agassiz's great museum at Cambridge, Massachusetts. Indeed the hope is confidently cherished that it will excel all competitors in this department in the world. Embodying, as it does, the ideas of that eminent scientist, it already commands the admiration of scientific men among all civilized nations, and is having a most salutary effect upon all attempts to collect representations of the material universe, or to comprehend the organization and development of animal life. This museum has hitherto been well supported by the public and private munificence of Massachusetts, but the income of the present endowment is so inadequate to the expenses of the collection that measures should be taken to put it on a permanent foundation, commensurate with its services to science.

The collections of Professor Henry A. Ward, of Rochester University,

A. R. Spofford, esq., Librarian of Congress, to whose charge has been confided the sole authority to grant copy-rights for the United States, reports that in compliance with the new copy-right law there were during the year 3,175 volumes of books, and 2,723 pamphlets and periodicals deposited in the Library.

Alluding to the prospective growth of the Library he gives some figures of its recent increase, which it is well worth while to bear in mind. He says: "The Library of Congress has twice doubled within twelve years. In 1860 there were 63,000 volumes in the Library; in 1866 there were 100,000 volumes; and in 1872 there are 240,000.

"Without calculating upon any specially large accessions, it is reasonable to assume that by the ordinary additions to its stores from copy-right and from all other sources it will reach 700,000 by the year 1900; one million and a quarter by 1925; 1,750,000 by 1950; and 2,500,000 by the year 1975, or about a century hence."

I have included in the appendix to this annual report a full list of the institutions referred to as far as reported to date; it is hoped that it can soon be given to the public in a separate and improved form.

Thus far it has been impossible for this office to take any cognizance of, and much less to include in its publications, the name and location of the numerous libraries in the country having less than a thousand volumes each. The great good they are accomplishing, however, is thoroughly appreciated. A reference to the library statistics from the census of 1870, to be found in the appendix to this report, will show how numerous and how important the smaller libraries of the country must be in the culture of the people. The following extracts are from a suggestive letter of the Rev. S. Ketchum, of Bristol, N. H., dated December 10, 1872:

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The books in these libraries are carefully selected, and of such as promise to interest, educate, and improve seamen, and to excite within them a love for reading, being to this end largely of adventure, history, natural science, with an arithmetic, geography and atlas, &c. Something on the subject of temperance, always a Bible, and sundry attractive works of a moralizing and evangelical character; and all adapted to the *ascertained capacity* and known nationality of the crew.

Over four thousand of these libraries have been sent to sea (nearly eight hundred of them on United States naval vessels) containing at least 185,000 volumes, which in their frequent reshipment have been accessible to probably 180,000 readers; and this at a cost to the society of about \$6,000. Of new and refitted libraries the society is now sending to sea an average of *fifty* per month; i. e., about 2,000 volumes are in this way circulated monthly for the use of seamen abroad upon the oceans of the world.

The amount of good accomplished through these libraries is beyond computation. Sea-captains pronounce them indispensable help in administering the ship discipline, while seamen acknowledge their personal obligation for what this work has done to ameliorate and elevate their condition. It has wrought in some instances the reformation of the entire crew, and everywhere abroad under its influence intemperance, profanity, and ignorance give way to intelligence and morality, foreshadowing for our sailors a brighter future through a better informed and a more hopeful life.*

MUSEUMS.—TABLE XV.

The educational influences of museums have been recognized in some form from time immemorial. Their value as aids to education, however, has of late greatly increased in appreciation in this country. During the past year an attempt has been made to bring into view the facilities furnished by the different museums in our country. The result, though imperfect, is more satisfactory than was anticipated.

The Academy of Natural Sciences in Philadelphia, founded in 1812, and occupying a high position in public and scientific estimation, has the oldest reported museum.

But all other collections in this country are surpassed in comparative zoölogy by Professor Agassiz's great museum at Cambridge, Massachusetts. Indeed the hope is confidently cherished that it will excel all competitors in this department in the world. Embodying, as it does, the ideas of that eminent scientist, it already commands the admiration of scientific men among all civilized nations, and is having a most salutary effect upon all attempts to collect representations of the material universe, or to comprehend the organization and development of animal life. This museum has hitherto been well supported by the public and private munificence of Massachusetts, but the income of the present endowment is so inadequate to the expenses of the collection that measures should be taken to put it on a permanent foundation, commensurate with its services to science.

The collections of Professor Henry A. Ward, of Rochester University,

A. R. Spofford, esq., Librarian of Congress, to whose charge has been confided the sole authority to grant copy-rights for the United States, reports that in compliance with the new copy-right law there were during the year 3,175 volumes of books, and 2,728 pamphlets and periodicals deposited in the Library.

Alluding to the prospective growth of the Library he gives some figures of its recent increase, which it is well worth while to bear in mind. He says: "The Library of Congress has twice doubled within twelve years. In 1860 there were 63,000 volumes in the Library; in 1866 there were 100,000 volumes; and in 1872 there are 246,000.

"Without calculating upon any specially large accessions, it is reasonable to assume that by the ordinary additions to its stores from copy-right and from all other sources it will reach 700,000 by the year 1900; one million and a quarter by 1925; 1,750,000 by 1950; and 2,500,000 by the year 1975, or about a century hence."

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New York, are also notable as containing important series of specimens for scientific culture, and have been most successfully applied in assisting other individuals and institutions in perfecting their collections.

The following extract is taken from a letter written to this office by Professor Ward. It succinctly states one of the difficulties encountered by us in the prosecution of this inquiry :

There is one question in your circular which, more than any other, will bring you most unreliable and erroneous answers. This is the "total number of specimens in natural-history museum." Very few persons know this, even approximately, and their guesses and estimates will be wild in the extreme. Nothing is more common than to hear cabinets in our second-rate colleges cited as containing "20,000 specimens," "50,000 specimens," "100,000 specimens." Sometimes they state that they have more species of minerals or shells or birds than the entire number known to science.

Their statements may be literally true when they speak of individual specimens although these are always *estimated*, never counted.

Certainly no man can tell within 100,000 specimens how many specimens our Rochester (University) cabinet contains unless he takes hold and counts the contents of each box of small corals or brachiopod shells, each vial of foraminifera, each package of sharks' teeth. Nothing in the way of enumeration gives a practical idea of the size of a cabinet save a statement of the number of labels, or, if not labeled, (which is the case in about three-fourths of our cabinets,) the number of specimens large enough to be labeled separately. To this should be added the number of species present, and then (more important than the size) we might learn the range and scope of the cabinet, its availability in an educative and scientific direction.

The following summary of the table in the appendix exhibits the class of facts collected by the office. It will be observed that from twenty-three States no collections of any kind have been reported :

States.	No. of museums.	No. connected with colleges.	Endowment.		Annual income.		Annual expenditure.	
			No. reporting.	Amount.	No. reporting.	Amount.	No. reporting.	Amount.
Connecticut.....	7	7	1	\$150,000			1	\$1,000
Indiana.....	1	1					1	100
Iowa.....	3	3						
Massachusetts.....	13	10	7	375,061	4	\$83,800	4	31,800
Michigan.....	1	1						
New Hampshire.....	2	1					1	200
New York.....	7	6			4	18,200	3	2,500
Ohio.....	3	2					1	200
Pennsylvania.....	3				1	6,600		
Rhode Island.....	1	1						
South Carolina.....	1	1						
Vermont.....	3	1					2	450
Wisconsin.....	1	1					1	100
District of Columbia.....	4				3	21,500	3	7,500
Total.....	50	35	8	525,061	12	130,100	17	46,550
Total of New England.....	26	20	8	525,061	4	83,800	8	33,450

States.	Museums of natural history.		Art museums.		Archæological museums.		Medical museums.	
	Number reporting.	Number of specimens.	Number reporting.	Number of specimens.	Number reporting.	Number of specimens.	Number reporting.	Number of specimens.
Connecticut.....	2	556,500	.....	.....	2	15,550	1	1,000
Indiana.....	1	15,000	1	400	1	400	.....	.....
Iowa.....	2	10,000	.....	.....	2	350	1	250
Massachusetts.....	5	2,286,500	1	6,000	3	21,004	1	200
Michigan.....	1	109,589	1	1,792	1	459	1	4,000
New Hampshire.....	2	7,000	1	4,057	2	1,506	.....	.....
New York.....	4	156,460	1	667	2	4,250	2	3,040
Ohio.....	1	25,000	.....	.....	2	1,500	.....	.....
Pennsylvania.....	1	400,000	1	188	1	1,200	.....	.....
Rhode Island.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina.....	1	900	.....	.....	.....	.....	1	900
Vermont.....	3	14,000	.....	.....	.....	.....	1	500
Wisconsin.....	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia.....	3	532,155	.....	.....	1	50,000	1	14,868
Total.....	26	4,313,104	6	13,174	17	96,219	9	24,738
Total of New England.....	12	2,864,000	2	10,057	7	38,010	3	1,700

EDUCATIONAL BENEFACTIONS.—TABLE XVI.

Among the educational benefactions which have become known to the public during the year, some have been specially noteworthy in view of the objects they seek to promote.

Hon. George Bancroft, the well-known historian and present American minister plenipotentiary at Berlin, in a communication dated July 4, 1871, addresses President Eliot, of Harvard University, as follows :

It has long been my wish to raise a memorial to one of your predecessors, John Thornton Kirkland, to requite benefits received through him, and most emphatically to acknowledge my indebtedness to that eminent college officer.

A little more than fifty-three years ago, Edward Everett, then Eliot professor of Greek literature, in one of his letters to President Kirkland, developed the idea that it would be well to send some young graduate of Harvard to study for a while at a German university, with a view to his being called to a place on the college board. The president approved the suggestion, and the choice for this traveling scholarship fell upon me.

Accordingly, in the early summer of 1818, being then in my eighteenth year, I proceeded to Göttingen. After remaining more than three years in Europe I returned to Cambridge, where I held the office of tutor for one year.

I wish, therefore, to found a scholarship on the idea of President Kirkland, that the incumbent should have leave to repair to a foreign country for instruction. Merit must be the condition of election to the scholarship; no one is to be elected who has not shown uncommon ability and uncommon disposition to learn. Of course, the choice should fall on some one who needs the subsidy.

The scholarship should be held by no one for more than three years, and during that time should be renewed from year to year, *but only on evidence that the scholar is*

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Massachusetts.....	13	10	7	375,061	4	\$83,800	4	31,800
Michigan.....	1	1
New Hampshire.....	2	1	1	200
New York.....	7	6	4	18,200	3	2,500
Ohio.....	3	2	1	260
Pennsylvania.....	3	1	6,600
Rhode Island.....	1	1
South Carolina.....	1	1
Vermont.....	3	1	2	450
Wisconsin.....	1	1	1	100
District of Columbia.....	4	3	21,500	3	7,500
Total.....	50	35	8	525,061	12	130,100	17	46,550
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For this purpose he devotes the sum of \$10,000, to be safely invested, the income to be given for the benefit of the scholar. The scholarship is to bear the name of John Thornton Kirkland.

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Dr. Joseph M. Toner, of Washington City, an able and scholarly physician, active in promoting the advancement of his profession, on the 13th of April, 1872, conveyed to five trustees—himself, the chief officer of the Smithsonian Institution, the Surgeon-General of the United States Army, the Surgeon-General of the United States Navy, and the president of the Medical Society of the District of Columbia—real and personal property amounting in value to \$3,000, ninety per cent. of the interest of which is to be applied for at least two annual memoirs or essays by different individuals; and, as the fund increases, as many more as the judgment of the trustees justify, relating to some branch of medical science, to be read in the city of Washington at such time and place as the trustees may designate, under the name of "The Toner Lectures."

Each of these lectures must contain some new truth, fully established by experiment or observation, and must be critically examined and approved by persons selected for that purpose by the trustees. Such memoirs or lectures as may be approved shall be published in such manner and through such channels as the trustees may determine. The lecturers are not to be confined to any section of the country.

New directions for charities and new devices for their management are doubtless necessary to meet the varying educational wants of a great and growing people. But it may be seriously questioned whether some of the donations made in our country are not greatly limited in their useful effects by the unfortunate conditions attached to them by their donors—conditions, too, which doubtless would not have been attached had their donors been better acquainted with the administration of charities.

For a nation so young it is apparent, from the record we are able to present, that we already excel in the benefactions of individuals for educational purposes.*

* The following extracts from a letter from Judge R. Hawes, of the Bourbon County court, dated Paris, Kentucky, December 19, 1872, are worthy of attention :

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Some years ago William Garth, a most estimable and intelligent gentleman of this county, devised a fund of about \$45,000, which he directed to be used to endow a pro-

Any one who has sought to collect the statistics in these cases must be familiar with the difficulties that beset the effort.

On consulting the table of educational benefactions, it will be seen that the sum total reported to this office was \$9,957,494.28. For colleges and universities the whole amount was \$6,282,461.63, distributed among the several States as follows: California, \$90,000; Connecticut, \$44,600; Delaware, \$700; Illinois, \$112,000; Indiana, \$224,000; Iowa, \$86,840; Kansas, \$31,736; Kentucky, \$36,136; Maine, \$10,125; Massachusetts, \$1,916,995.48; Michigan, \$43,594; Minnesota, \$22,796; Mississippi, \$35,000; Missouri, \$60,000; New Hampshire, \$96,500; New Jersey, \$532,000; New York, \$1,450,944.15; North Carolina, \$15,000; Ohio, \$159,000; Oregon, \$20,000; Pennsylvania, \$464,450; Rhode Island, \$60,450; South Carolina, \$20,000; Texas, \$22,000; Tennessee, \$159,050; Vermont, \$1,500; Virginia, \$220,025; West Virginia, \$41,300; Wisconsin, \$45,360; Colorado Territory, \$10,150; District of Columbia, \$250,000.

The educational benefactions for theological institutions amounted to \$1,155,856.53 among the States, as follows: California, \$18,000; Illinois, \$135,950; Kentucky, \$1,500; Maine, \$23,900; Massachusetts, \$113,750; New Jersey, \$75,000; New York, \$657,689.53; Ohio, \$12,145; Pennsylvania, \$78,200; South Carolina, \$29,722; Vermont, \$10,000.

The benefactions of law schools were \$10,000 in Connecticut. For schools of medicine, \$1,000 in Kentucky, \$1,422.13 in Massachusetts, and \$8,000 in New York; making a total of \$10,422.13.

For agricultural and scientific schools the benefactions were \$482,000: In Georgia, \$3,000; Indiana, \$75,000; Maine, \$18,500; Massachusetts, \$143,000; Missouri, \$100,500; Pennsylvania, \$100,000; Virginia, \$41,420.99.

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The charity has worked well so far, and several very prominent young men have been prepared for active and valuable positions in life. The greatest difficulty in the matter is in a proper selection; and there is a tendency in a court of sixteen men to indulge in a diffusiveness in the application of the fund to the largest number in different sections of the county. This latter difficulty will probably prevent the training of thorough scholars. Upon the whole, however, the result has been

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For the superior instruction of females the benefactions amounted to \$689,993: In Alabama, \$1,500; Georgia, \$2,000; Illinois, \$30,000; Indiana, \$42,250; Kansas, \$15,000; Massachusetts, \$425,000; Michigan, \$9,000; Missouri, \$20,000; New York, \$85,000; Ohio, \$6,000; Pennsylvania, \$26,000; Tennessee, \$5,000; Texas, \$11,243; Virginia, \$1,000; Wisconsin, \$9,000.

The benefactions for libraries and normal schools were, in Massachusetts, \$10,000; Pennsylvania, \$1,000,000; Kansas, \$10,000; making a total of \$1,020,000.

To academies the benefactions were \$306,040: In Connecticut, \$21,500; Maine, \$2,380; Massachusetts, \$93,000; New Hampshire, \$89,160; Rhode Island, \$100,000.

Beyond all these there are doubtless numerous and, in some cases, large benefactions to education, individual and denominational, of which this office has no specific information.

EDUCATION OF THE BLIND.—TABLE XVII.

This subject has been continued in the charge of Samuel G. Howe, LL. D., president of the Perkins Institute for the Blind, at Boston, Massachusetts; and reference is made to his article and to the statistics in the appendix.

Particularly interesting is the tendency shown of late to concurrence of opinion respecting the importance of mental culture in the training of the blind, even when the scholar is destined for mechanical pursuits, and as to the advantages of conforming the methods of teaching the blind as nearly as possible to those used with ordinary children.*

The number of blind at present under instruction in institutions in the United States is 1,856. The total valuation of property owned by such institutions is \$3,986,678.71. The aggregate of appropriations by the several State legislatures for last year was \$444,985.64, against \$403,412.46 in the preceding year. The amount of money paid in wages to blind persons was \$35,247.67, against \$26,542.11 in 1870. The institutions are distributed among the different States as indicated by the table on the following page:

* Professor William Chapin, superintendent of the Pennsylvania Institution for the Instruction of the Blind, at Philadelphia, in answering certain inquiries from this Bureau, takes occasion to state that the demand for books for the library is confined to so few persons that only small editions have been printed; but the prospect is becoming more and more favorable; and what is still most needed is the necessary means to furnish a supply of text-books in the raised print, and a liberal number for the indigent who can not buy them.

State.	No. of institutions in each State.	No. of instructors and employes.	No. of inmates.	State.	No. of institutions in each State.	No. of instructors and employes.	No. of inmates.
Alabama	1	1	17	Mississippi	1	8	25
Arkansas	1	15	40	Missouri	1	11	96
California	1	23	37	New York	2	81	316
Georgia	1	8	35	North Carolina	1	6	58
Illinois	1	7	68	Ohio	1	30	109
Indiana	1	25	105	Pennsylvania	1	60	183
Iowa	1	32	100	South Carolina	1	2	14
Kansas	1	9	22	Tennessee	1	9	41
Kentucky	1	21	47	Texas	1	4	17
Louisiana	1	1	20	Virginia	1	8	40
Maryland	1	13	51	West Virginia	1	4	10
Massachusetts	1	69	173	Wisconsin	1	22	59
Michigan	1	41	157	United States	27	513	1,856
Minnesota	1	3	16				

DEAF-MUTES.—TABLE XVIII.

Professor Edward A. Fay, acting president of the National Deaf-Mute College, has prepared the article and revised the table relating to this interesting class in the United States. The following is a summary by States of the statistics in the appendix:

State.	Number of institutions in each State.	Number of instructors.	Number under instruction during the year.	State.	Number of institutions in each State.	Number of instructors.	Number under instruction during the year.
Alabama	1	4	56	Missouri	2	9	211
Arkansas	1	4	69	Nebraska	1	2	29
California	1	4	64	New York	3	42	721
Connecticut	2	19	294	North Carolina	1	8	132
Georgia	1	5	61	Ohio	1	20	397
Illinois	1	15	306	Oregon	1	2	24
Indiana	1	14	304	Pennsylvania	2	16	319
Iowa	1	6	119	South Carolina	1	3	22
Kansas	1	5	69	Tennessee	1	7	108
Louisiana	1	4	54	Texas	1	3	30
Maryland	1	9	97	Virginia	1	7	89
Massachusetts	2	9	100	West Virginia	1	4	56
Michigan	1	11	159	Wisconsin	2	19	182
Minnesota	1	4	60	United States	36	267	4,337
Mississippi	1	3	41				

YOUTH WITHOUT HOME CARE.

It is, so far, impossible to obtain accurate data in regard to all youth without home care; yet, no doubt, all preventive and remedial agencies, whether under State or private control, must more and more direct their attention and efforts to those children who are without proper home care, either on account of orphanage or parental neglect or abuse. It is impossible to summarize what there is in regard to these classes, scattered through the accompanying papers. The evils connected with these unfortunate youth find their way, in some form, into every community, but are most recognized in our cities.* They may be set down as constant and universal, and the theories and agencies of our communities should be shaped accordingly.

Yet as evils, they are only touched here and there; only inadequately met at best; nor can they be better encountered until better understood.

The information of the office in regard to these classes is steadily increasing. Year by year it is hoped to gather such facts from the worthy workers in this field throughout the country as will aid in the solution of the questions involved.

Of those gathered into orphan homes and reform schools some definite note can be taken.

REFORM SCHOOLS.—TABLE XX.

State.	No. of schools in each State.	No. of superintendents and assistants.	No. of inmates.	State.	No. of schools in each State.	No. of superintendents and assistants.	No. of inmates.
Connecticut.....	2	26	376	New Jersey.....	1	7	120
Illinois.....	1	14	212	New York.....	4	88	1,192
Iowa.....	2	11	104	Ohio.....	4	39	494
Louisiana.....	1	11	126	Pennsylvania.....	2	23	403
Maine.....	1	17	134	Rhode Island.....	1	16	211
Massachusetts.....	4	31	426	Vermont.....	1	10	118
Michigan.....	1	17	217	United States.....	26	331	4,230
New Hampshire.....	1	15	97				

* Any one, however familiar with the facts connected with orphanage or neglected children, should not consider his reading on the subject complete until he has examined a recent and valuable book by Mr. C. L. Brace, entitled "The Dangerous Classes of New York."

ORPHAN ASYLUMS.—TABLE XXI.

State.	No. of asylums in each State.	No. of superintendents and assistants.	No. of inmates.	State.	No. of asylums in each State.	No. of superintendents and assistants.	No. of inmates.
California	1	30	340	New York	30	402	5,444
Connecticut.....	1	6	130	Ohio	2	25	275
Illinois.....	4	28	114	Pennsylvania	4	61	669
Indiana.....	1	8	40	Rhode Island	3	26	278
Kentucky.....	1	4	22	South Carolina	1	28	246
Maine.....	1	3	20	Vermont.....	1	14	72
Maryland.....	4	26	394	Virginia.....	1	6	40
Massachusetts.....	5	49	495	West Virginia.....	1	12	68
Mississippi.....	1	5	56	Wisconsin.....	2	15	111
Missouri.....	5	55	747	District of Columbia.....	4	23	412
New Jersey.....	4	26	361	United States.....	77	852	10,324

PATENTS FOR SCHOOL-FURNITURE, ETC.—TABLE XXII.

The United States Patent-Office contains a record, year by year, of an interesting measure of educational progress. I am indebted to General M. D. Leggett, Commissioner of Patents, for the list issued under this division during the past year. The total number reached 143, of which number there were, from California, 2; Connecticut, 1; Georgia, 3; Illinois, 5; Indiana, 7; Kentucky, 3; Louisiana, 1; Maine, 1; Maryland, 1; Massachusetts, 18; Michigan, 3; Minnesota, 4; Missouri, 3; New Hampshire, 1; New Jersey, 6; New York, 49; Ohio, 14; Pennsylvania, 11; Texas, 1; District of Columbia, 6; Canada, 2.

Of these patents there were, respecting desks and seats, 21; pens, pencils, and cases, 24; paper fasteners, files, and holders, 12; ink and inkstands, 12; ventilation and construction of buildings, 9; hand-stamps, &c., 6; slates, &c., 6; book-cases, stands, and holders, 6; blackboards, &c., 5; chart-holders, 4; copying-presses, 4; erasers, &c., 4; and 21 are for improvements in miscellaneous articles.

EDUCATIONAL PUBLICATIONS.—TABLE XXIII.

It would be useful, in noting the annual progress of education in the country, if an exact statement could be made of the new or revised text-books published in the year. This can not yet be done. But this report has a more complete list of these publications up to date than ever before made, as will be seen by the following summary of Table XXIII:

Number of firms reporting.....	66
Number of books in table.....	447
Number of readers.....	22
Number of spelling-books.....	7

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Number of geographies.....	13
Number of histories	50
Number of arithmetics, algebras, &c.....	28
Number of drawing-books	17
Number of books in ancient languages.....	18
Number of books in modern languages.....	12
Number of books on science	36
Number of books on theology.....	31
Number of books on law.....	9
Number of books on medicine.....	15
Number of dictionaries, books of reference, &c.....	189

LIBRARY OF THE BUREAU.

The library of this Bureau has continued to increase in size and value, both by purchase and donations, and now numbers about 1,700 bound volumes and 5,500 pamphlets.

CIRCULARS OF INFORMATION.

During the year the demand for elaborate treatment of special subjects has greatly increased. In view of this large demand, and the value of the material coming into our hands, with which we are enabled in a measure to answer the public inquiries, I have deemed it important to recommend for publication, by your order, several Circulars of Information, and three thousand copies of each of the following have been issued since the date of the last report:

- (1.) Methods of School Discipline, pp. 14, November, 1871.
- (2.) Compulsory Education, pp. 17, December, 1871.
- (3.) German and other Foreign Universities, pp. 43, January, 1872.
- (4.) Reports on the Systems of Public Instruction in Greece, the Argentine Republic, Chili, and Ecuador, with statistics of Portugal, and an official report on technical education in Italy, pp. 77, February, 1872.
- (5.) I. An Inquiry concerning the Vital Statistics of College Graduates. II. Distribution of College Students in 1870-71. III. Facts of Vital Statistics in the United States, with tables and diagrams, pp. 86, March, 1872.
- (6.) The Relation of Education to Labor, pp. 125, April, 1872.
- (7.) Education in the British West Indies, pp. 22, June, 1872.
- (8.) The Kindergarten, pp. 62, July, 1872.

Also a pamphlet of six pages, "Suggestions for a Free-School Policy for United States Land Grantees."

The view of the public, and especially of the educators of the country, upon these points, may be seen by the action of the National Teachers' Association in the adoption of resolutions "congratulating the country on the great usefulness of the National Bureau of Education, and recommending to Congress the furnishing of increased facilities for the publication of Circulars of Information, and the issue of a much larger edition of the annual report for distribution among the teachers and school-officers of the country."

DISTRIBUTION OF DOCUMENTS.

Publications of the office to the amount of 5,000 volumes and 23,000 pamphlets have been distributed during the year, and nearly 6,500 publications of States and cities have been distributed to libraries, associations, and prominent educators.

OFFICE CORRESPONDENCE.

From November 15, 1871, till November 15, 1872, about 2,300 letters have been received at, and 3,500 have been written by, this office, *an increase of more than one hundred and fifty per cent.* in this branch of the office business. The permanent records of correspondence, &c., alluded to in my last report, have been kept up and improved during the year.

An extensive correspondence has been carried on with presidents of universities and colleges, scientific and professional schools, State, city, and county superintendents of schools, as well as with mayors of cities and chiefs of police of cities, wardens and chaplains of penitentiaries and jails, superintendents of alms-houses, reformatories, and others. Six thousand schedules of inquiries and 6,000 printed letters have been sent to the various educational, reformatory, and other institutions and persons interested. The results of the labor will be found in the papers and tables accompanying this report.

As illustrative of the character of the inquiries and communications coming to this office, I can instance only the following from letters received:

A professor who wishes to aid his students in obtaining an insight into the objects and efficiency of the various school systems, writes as follows:

* * * * * I am about to print a work in which I shall desire to compare the efficiency of the several systems of popular education, viz:

1. Where every parent is left to provide for his children such instruction as he can, without governmental interposition.
2. Where the Government undertakes to assist the *indigent alone*, leaving the rest of the community to shift for themselves.
3. Where the Government gives *partial aid* to all, leaving each some additional expense to bear in the shape of a tuition fee or otherwise.
4. Where the Government provides, at the common charge, for the *elementary instruction* of all classes.

Can you assist me?

An influential member of the public press desires aid from this office in collecting facts relative to—

1. Youthful vagrancy.
2. Compulsory State school laws.
3. Truancy ordinances.
4. Penal reformatory institutions for the young in cities.
5. Industrial schools, not governed by trades-union principles.

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From John E. Toole, county school commissioner, La Grange, Georgia :

From your report of 1870 I have gathered much valuable and important information, which would have been otherwise unattainable. That volume alone, generally circulated, would do much, in my judgment, to arouse a spirit of confidence in the public mind as to the success of a well-regulated common-school system; especially would it have such an effect here in the South, where so comparatively little is even known of the great system of popular education.

Our people are becoming alive to the necessity of schools for all, but entertain misgivings as to the ways and means of their support.

The information contained in your report establishes the fact most clearly that, while a public-school system is a plant of slow growth, it nevertheless is certain to yield an abundant crop of pure, ripe, and healthful fruit, the beneficial effects of which will continue to increase with every passing decade.

From Feodor Thurm, secretary of the central committee of the German-American Teachers' Association :

HOBOKEN, NEW JERSEY.

There is in this country a wide-spread tendency toward the improvement of schools, and the liberality of our people in endowing schools, and especially normal and professional schools, is worthy of all praise. There are also many native teachers who are theoretically acquainted with the excellences of the Pestalozzian system and with Froebel's "kindergarten" idea, and who are desirous of becoming thoroughly versed in its practical application in normal and model schools.

* * * * * There is among your fellow-citizens of German birth quite a number of "rational teachers" of the best epoch, who feel they could exemplify their science and art, and thereby raise the standard of general education in this their chosen country, and thus help to confer a benefit and lasting token of gratitude to the same. Their hope in this respect rests in you and your noble efforts to improve our schools.

From J. E. L. Smith, curator of Berkshire Athenæum :

Should your circular of inquiries be repeated another year, I hope to be able to reply by full detail. It must furnish aid, instruction, and encouragement to officers of institutions like ours. Their recognition by a Government Bureau gives both to the library and the museum a dignity which they would not otherwise have in many eyes.

From Count de Broel-Plater, of Russia :

The immense development of public instruction, (in the United States,) this basis of the wealth and peace of nations, makes us follow all the movements of the Republic with the closest attention. We wish to become better acquainted with those admirable institutions which have been founded by the most generous patriotism of those citizens who, with so much courage and perseverance, work for the power and glory of their country.

The Republic perhaps possesses a complete history of all the donations made by generous citizens. If there is such a work, which can tell future generations of the services rendered to their country by Peabody, Vassar, Cornell, Bussey, Walker, S. Van Rensselaer, Thayer, Bowman, Adams, Gray, Hooper, and many others, I would be delighted to get it. If no such work exists, these few words might possibly be the cause of producing a book of this kind. Nothing would be more honorable for America, more instructive for Europe and for the future civilization of all nations.

From J. M. Muñoz, consul-general of Bolivia :

The government of Bolivia, desirous of re-organizing the general educational system of the republic on the most perfect basis, especially the rural and primary schools, has instructed this consulate to obtain all possible information respecting the organization,

management, and methods of teaching which have brought the school system of the United States to its present state of efficiency.

I therefore take the liberty of requesting from you a copy of your valuable "Report to the Secretary of the Interior" for the year 1871, as well as the synopsis on school legislation referred to in said report.

From João Antonio Coqueiro and others to W. H. Evans, esq., United States consul at Maranham, Brazil :

The committee of the society "Onze d'Agosto" in acknowledging the receipt through you, sir, of the report written by the Commissioner of the Bureau of Education in the United States of America, in answer to their letter of inquiry about modes of teaching, and of your accompanying dispatch, cannot but express themselves gratefully thankful for the masterly manner in which the entire "school machinery" is there so beautifully developed and explained.

They, therefore, would feel obliged by your conveying to the Hon. John Eaton, esq., Commissioner of Education, the expression of their most sincere thanks for the attention and care with which he acceded to their wishes.

From Émile de Laveleye, professor of the University of Liège :

I take the liberty to send you a volume on popular instruction, as a token of my sincere admiration for your interesting report on education. I would ask you to send me in future, through the Belgian legation at Washington, all the reports you publish.

From Jugoí Arinori Mori, chargé d'affaires of Japan :

The article on education which has been sent to me from your office I have read with great pleasure, and I propose to print it without delay for circulation in Japan. * *

Taken as a whole the article will be read with great interest, and will do much good, and I thank you very cordially for the labor you have bestowed upon it.

From Count D. Tolstoi, imperial minister of public instruction, St. Petersburg :

It has given me a real pleasure to receive the reports of the United States Bureau of Education for the years 1870 and 1871, for which I beg you to accept my best thanks as well as the assurance of my highest esteem.

The imperial ministry of public instruction will willingly institute an exchange of its publications with those of the Bureau of Education of the United States. I regret only that I can offer but a very limited collection of the publications of preceding years, which will be sent to you at once.

From Hon. James B. Partridge, United States minister, Rio de Janeiro, Brazil :

I return you my thanks for having sent me these very interesting and valuable reports, &c., which I will at once transmit to the "Sociedade Auxiliadora da Industria Nacional," and to Professor José Manoel Garcia, who will be delighted with them and take the greatest pleasure in securing for them the most available use.

The society above mentioned has established free night schools for adults in this city with great success, and it will be by their example, and, as I do not doubt, through the influence of these volumes that a new impulse will be given to the cause of general and common-school education in Brazil.

It is very agreeable to know that they look to the United States to find the model and examples for their success.

INTERESTING INCIDENTS.

In the history of the work of the year many incidents of great interest have occurred. I must not omit to record one or two of these.

Some months since his excellency Senhor Borges, minister to the

United States from Brazil, called at the office and stated that the people of a Brazilian city had proposed to build a monument indicative of their respect for the Emperor, and that he, on being informed of their purpose, replied that the most agreeable form of this expression of regard would be the erection of a school-house for the education of their children.

Senhor Borges showed me the ground plan of the proposed building, as well as a communication from his government instructing him to secure plans for the interior of the building and furniture, according to the most approved ideas prevalent in the United States.

His excellency, having obtained here the necessary information, was able to carry out the commands of his government.

At the time of the visit of the Japanese embassy to our Government, a commissioner from their department of education was duly accredited to this office, at the request of the chief ambassador, Iwakura, by the following letter:

DEPARTMENT OF STATE,
Washington, March 9, 1872.

SIR: At the instance of the ambassador extraordinary, permit me to introduce to you Mr. Fourzinear Tanaka, chief clerk of the educational department of Japan.

He is desirous of obtaining, by personal observation, full and reliable information in regard to the internal organization of the Bureau under your charge, and I shall be obliged if you will afford him proper facilities for the accomplishment of his object.

I am, sir, very respectfully, your obedient servant,

HAMILTON FISH.

JOHN EATON, JR., Esq.,
Commissioner of Education.

Mr. Tanaka's visits here, accompanied by an interpreter, and other gentlemen of prominence in the empire, were repeated day after day for two weeks, during which time as full a statement as possible of the origin and development of education in this country was made in answer to his inquiries. Visits were also paid to the different educational institutions in this District.

Afterward, at his solicitation, a plan for a tour of inspection in this country was furnished.*

CHINA SEEKING MODERN EDUCATION.

An account of the plan of the Chinese government to educate certain youths in this country is furnished by the following notes and extracts from communications of members of the imperial commission.†

*As this report is in the course of preparation, the Japanese minister resident here calls upon me with a copy of the official bulletin of his government, establishing a system of schools, compelling the attendance of all children, male and female, of all classes, between certain ages.

David Murray, Ph. D., late professor of mathematics in Rutgers College, New Brunswick, N. J., has been employed by the Japanese educational department to assist in the organization of schools and colleges under this decree.

†Commissioner Chan Laisun was educated at Hamilton College, New York, and Commissioner Yuug Wing at Yale College, Connecticut.

Commissioner Chan Laisun, after alluding to the earlier intercourse of China with other nations—Hindustan and Japan at least 1000 B. C., the Roman Empire in the second and third centuries of our era, the papal court and France in the thirteenth, Persia in the fourteenth, and Russia in the eighteenth centuries—thus remarks on the later vicissitudes of his country :

In 1840 England declared war; this is commonly called the, "opium war." A treaty of commerce was subsequently concluded, in which opium was made a contraband article. In this treaty the English plighted their word, faith, and honor, that opium should be excluded; but we know very well how they carried out that clause of the treaty. In 1860 another war was declared by Great Britain, in which the capital of the empire was threatened with capture. Another treaty of commerce was concluded in which, after twenty years of obstinate resistance to the legal introduction of opium, the imperial government was obliged to reverse the Vermillion pen, and to sanction the diabolical traffic.

After alluding to the wide-spread injury inflicted on his country by the opium trade, Chan Laisun continues :

Self-defense is the first principle of life. Our country has been laboring under very great disadvantages since the introduction of opium. In order to prevent war, we must be prepared for it. In order that we may not be imposed on by other nations we must learn their arts and sciences, their tactics, military and naval, and the international laws which bind nations in their intercourse.

Commissioner Yung Wing writes as follows :

The plan taken up by the Chinese government for the education of a limited number of young students in this country was determined upon by the late Viceroy Tsang Kwoh Fan, Li Hung Cheong, the present viceroy of Chihli province, and ex-Governor Ting Jih Tseong, in the latter part of the summer of 1870. It was approved of by the Peking government, and sanctioned by imperial decree in September, 1871.

It contemplates the thorough education of one hundred and twenty boys, who are to come in four successive installments, of thirty every year, the first of which arrived here in September, 1872; these, through the energetic and prompt efforts of the Hon. B. G. Northrop, were distributed, two by two, in the most cultured families in Connecticut and Massachusetts, where they have been cordially received and are being cared for and judiciously instructed.

For the better execution of the plan, the Chinese government had established a preparatory school in the port of Shanghai, to which the young candidates, both Tartars and Chinese, from all parts of the empire might go to be examined for admittance.

The conditions of admittance required are, that the candidates must have gone through the analects of Confucius and the works of Mencius; that they must be of respectable parentage; their constitutions strong and free from disease; that they are apt to learn; and their age, for the youngest, must not be below ten, and for the oldest not above sixteen years.

Their parents or guardians are to sign an agreement, by which they are virtually and voluntarily to yield up their sons to the government to be sent abroad to be educated for future usefulness in China. While in this preparatory school the successful candidates are taught English in the forenoon, and Chinese in the afternoon, for the period of a year before leaving China for this country.

Their education in this country is intended to cover a period of fifteen years, during which each student is expected to study for a profession—the ministry alone being excepted. Those who can finish their education sooner are at liberty to return to China before the expiration of the fifteen years. But during their educational course they are not allowed either to become citizens of the United States, or to remain here permanently; they are expected not only to retain their national costume, but also their knowledge of

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the Chinese language, both spoken and written; and, above all, they are to keep up their faith in Confucius. No students are allowed to stop short in the middle of their studies to follow their own private ends, either here or in China. The persons appointed by the Peking government to supervise the education of these young students are two commissioners, two Chinese tutors, and one translator.

It is gratifying to observe with what cordiality this mission has been received by our citizens, and the favor it has won from all with whom the members of the mission have come in contact.

It is also interesting to know that the imperial government has established a university at Peking for the instruction of selected students in modern languages and science. The following extracts from a letter of the president, W. A. P. Martin, D. D., contain a detailed account of the enterprise:

The importance of our nascent university is not to be estimated by the number of its students or faculty. It occupies a strategic position of great moment at the chief seat of one of the oldest civilizations in the world, a civilization which must be quickened by the infusion of new elements or perish. It has the disadvantage of being in advance of public opinion, but it represents the intentions and policy of the imperial government, or, to speak more strictly, of the more enlightened party in that government.

Organized about five years ago, it came very near being stifled in its cradle by the opposition of the old conservatives, who, in memorials to the throne, charged earthquakes, famine, and other calamities which visited the empire, to the sin of introducing such an innovation as the science of the West. I was at that time on a visit to the United States.

Returning to China in the fall of 1869, I was appointed to the presidency, Prince Kung and the ministers for foreign affairs assuring me of their sympathy and aid in my efforts to revive and develop the institution.

At that time it contained but forty students, and no instruction was given in any science except a little in mathematics by a native professor. We now have an attendance of eighty-two students, who are under the instruction of ten professors, four native and six foreign.

The institution is divided into two departments, viz, of languages and of science. In the former are taught English, French, German, Russian, and Chinese; in the latter, mathematics, physics, chemistry, and medical science.

This last chair is newly established and involves a daring innovation on the prejudice of the people. We regard it but as one step toward the formation of a medical department, which shall send forth a body of well-trained physicians to supersede the empirics who now impose on the credulity of the public. In the course of the present year we expect to add to our faculty a professor of astronomy and a professor of civil and military engineering.

The duty of giving instruction in international law and political economy devolves on the president; but our students are not yet prepared to take up those subjects; they come in course for the next year. The number of our students is limited by the circumstance that they all receive a government stipend, and are supposed to be in training for the government service. The present limit is one hundred, which will be filled up next spring by the admission of a fresh levy. They are selected by competitive examination; and after matriculation compete for increase of pay as well as academical honors; the monthly allowance ranging from \$6 to \$16 beside their boarding, which is provided by the college.

It is not proposed to restrict the number permanently to this limit, but it can not advance much beyond it until both government and people become more fully awake to the importance of the "new education."

Of this there are not wanting premonitory symptoms. Not to speak of others, the facts that the demand for scientific publications is on the increase, and that leading men in the government are beginning to take an intelligent interest in the affairs of the college, are certainly hopeful indications.

The influence of the college on its pupils is scarcely more important than that which it exerts on its illustrious patrons.

In conclusion, I may say that it seems to be established on a permanent basis, and its prospects for the future are better than at any previous time in its brief history, but everything like a rapid growth for such an institution in such a soil is not to be anticipated.

Something in the way of professorships, cadetships, or buildings, is added from year to year, the latest addition being a government printing-office now in process of erection on the university grounds, and intended to answer the purposes of a university press.

UNPUBLISHED WORK OF OFFICE.

Among the important objects occupying a considerable portion of the time of the office during the year, and not appearing in its publications, may be mentioned—

First. A comparison of the wealth, population, and industrial resources of the different States of the Union, with the illiteracy of their people, never before published.

Secondly. An elaborate presentation, as the basis of comparison, of schools, teachers, pupils, legal school-age, school-houses, amount of school revenues, and expenses of maintaining schools.

Thirdly. The manner of assessing school taxes, and the amount collected, in the different States of the Union for school purposes.

Fourthly. The supervision and control exercised over education by the respective States.

Fifthly. Showing the election or appointment of the respective school officers, with their duties and salaries.

Sixthly. An extended statement of methods of instruction in the United States furnished to a corps of teachers in South America.

OFFICE FORCE AND ROOMS.

The provision by Congress for a chief clerk and statistician, taking effect July 1, last, has considerably relieved the embarrassment of the work in the office.

It gives me great satisfaction to have occasion to commend the ability and meritorious efforts of all my assistants. In some degree I have been able to assign them integral parts of the work and hold them responsible as never before. In every such case, as in that of statistics, great improvement in results has been manifest.

Only partially yet, however, can I subdivide the work of the office, and hold individuals responsible for specific divisions of labor, and the work can never be done satisfactorily till the force is sufficient to allow its business to be thus conducted.

The several removals of the office have been impediments to its success. Time has been lost and confusion created. Besides, the rooms

occupied have been either inconvenient or inadequate. Your recent order for removal, however, has given us rooms sufficient in number, commodious, and fitted to make work agreeable.

THE WORLD'S FAIR AT VIENNA.

The Austro-Hungarian government, two years ago, officially announced that a general exhibition, of very great extent and completeness, would be opened in Vienna in May, 1873, under the auspices of the Emperor, to which all nations were cordially invited to send whatever in their progress or culture was most remarkable, for the mutual benefit and improvement of all.

One of the twenty-six permanent groups in the Exposition is entitled "Education, Teaching, and Instruction."

General T. B. Van Buren, United States commissioner-general to the Exposition, the Hon. John Jay, United States minister at Vienna, the Secretary of State, and Baron de Schwarz-Senborn, have written earnest letters, requesting the coöperation of this Bureau in fully representing American education at the Exposition.

Deeming the hearty coöperation of all persons interested in the subject throughout the land essential to the success of this undertaking, I invited the superintendents of public instruction of the States and larger cities of the Union to meet at this office for consultation, on the 13th of the present month.

A meeting of educators was accordingly held on that day; letters were received from some who could not be present. The convention unanimously recommended that the effort be made to represent American education at Vienna, and passed resolutions calling upon the various State and city superintendents, and collegiate and academic officers, to coöperate to that end by forwarding their reports, statistics, &c., to this Bureau for examination, assortment, and consolidation. The convention further proposed that the annual report of this office should be furnished as representing the present condition of American education. Copies of the report for 1872 will accordingly be sent to the Exposition.

This Bureau can undertake no responsibility in the premises save that which is imposed upon it as a national agency or medium to facilitate or stimulate the efforts which institutions or systems may see fit to make.

In accordance with the urgent requests and favorable action of the educators of the country, it will cheerfully coöperate with the distinguished gentlemen superintending our State and city systems, and our colleges and other institutions of learning, to make the educational exhibit of our country as successful as possible.*

* A brief note of the progress of this work is here inserted, as this report goes through the press.

An advisory committee, to assist the Commissioner of this Bureau, was appointed by

APPROACHING CENTENNIAL EXPOSITION.

In my last report I called attention to the International Exposition to be held in Philadelphia during the year 1876, in commemoration of the one hundredth anniversary of our national independence. I would respectfully renew the suggestions therein made.

My efforts to aid the Exposition at Vienna are made with the hope that the plans devised and tried may furnish educators in different parts of the country some practical views of what can be done at Philadelphia to show progress in American education. The stimulative effect upon every State, county, city, and town, school, academy, college, or university, to gather its history and record its present condition, can not fail to produce most excellent results. In the correspondence with this office of the commission in charge of the Exposition, there is evidence of an earnest purpose to give all educational interests their appropriate place. It is not too early for each system of education and each institution of learning to begin its preparation. If the Centennial serves as the occasion for putting into permanent shape for preservation the abundant educational history in this country, much of which is now unwritten, a great service will be rendered to mankind.*

General T. B. Van Buren, United States commissioner to the Exposition, consisting of the following gentlemen: Hon. J. P. Wickersham, Harrisburgh, Pennsylvania; Hon. M. A. Newell, Baltimore, Maryland; Hon. T. W. Harvey, Columbus, Ohio; Hon. Newton Bateman, Springfield, Illinois; Hon. W. H. Ruffner, Richmond, Virginia; Hon. J. D. Philbrick, Boston, Massachusetts; Hon. J. O. Wilson, Washington, D. C.; Hon. Duane Doty, Detroit, Michigan; Hon. W. T. Harris, Saint Louis, Missouri; and Hon. Henry Kiddle, New York City.

A Circular of Information, containing the progress of, and other information respecting, the Exposition, was issued and widely distributed.

The gentlemen of the committee just mentioned, who were able to be present, spent a day in considering the best plan for the representation of an American school-house or school-room, and agreed on the following conclusions, as best under the circumstances:

1. A school-room with single desks and single seats for forty-eight pupils, the room to be 33 feet long and 27 feet wide by 14 feet high.
2. The room to be arranged as a room for co-education, to include two entrances and two cloak-rooms, with all the usual appliances of a school-room.
3. The committee *approve*, if General Van Buren is able to secure it, a building upon the plan proposed by Mr. Philbrick, suggesting that it would be better to have a ground-plan of the whole building. If this can not be done, the plan upon the foregoing principles is recommended; or any harmony of the two plans or medium between them.

These opinions were conveyed to General Van Buren.

This Bureau has sent out 12,000 mail packets, composed of 17,000 pamphlets and letters, respecting the Exposition. The result has been more extensive than was at first anticipated, and furnishes a gratifying suggestion of what is possible to do at our Centennial Exhibition in 1876.

* In view of the fact that woman has derived such great benefit from the freedom of conscience and individual act, directly traceable to the spirit of the immortal Declaration of Independence, and believing that she should properly give expression

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A census by the United States, with special reference to the preparation for the Centennial, would be exceedingly useful to the interests of education.

THE GREAT FIRES IN THE WEST AND IN BOSTON.

It is gratifying to observe, as described elsewhere, to what an extent the educational interests in those western localities which were visited last year by terrible conflagrations have already recovered from the effects of them. In Chicago, where were destroyed fifteen school-buildings, accommodating 10,000 children, nearly one-third of the total enrollment, as Superintendent Pickard's report informs us, there scarcely remains to-day a trace of the fire upon the schools, and the school year closes with only about two per cent. less attendance than at its beginning. This result, it should not be forgotten, is due largely to the earnestness and self-sacrificing devotion of superintendent and teachers, who, amidst the desolation of those few first days, decided that, with or without money, the schools should be continued.

Mr. Philbrick writes that the recent great fire in Boston destroyed no public-school buildings, and will not disturb the pay of the teachers, or interrupt, for any length of time, the even tenor of the schools.

The effect of the calamity upon the university at Cambridge is more severe. It sustains a loss of property worth \$560,000, the annual income from which was \$38,000. This is the heaviest blow from which the college has ever suffered. Her appeal for aid in this crisis is responded to by graduates and friends in all portions of the country. "We have received," writes President Eliot, "\$85,000 during the past week toward repairing our losses, and the prospect is good that the whole loss will be covered by subscription. How many sacrifices, and how much devotion and hard work, simply to regain lost ground! But I do not forget that a defeat redeemed is sometimes better than a victory." It is to be hoped that the receipts may soon equal the losses sustained.

The Massachusetts Institute of Technology, though losing comparatively little directly, suffers from the fact that many of its friends have been crippled by the fire and are compelled to devote all their energies and means to retrieve losses.

The Boston University loses all but one of the fine buildings of the estate devised to it by its lamented founder, Isaac Rich, esq., the loss, over and above all insurance, being estimated by the trustees of the estate at \$200,000. A granite block of stores, which cost \$250,000 to build, being an investment of a portion of the funds of the theological school, was also entirely destroyed. By a circular letter issued by the corporation of the university, an appeal is made to all who appreciate

to her appreciation by directly identifying herself with work preparatory to, and so with the Exposition itself, the women of Philadelphia, lead by Mrs. M. E. Bronson Clark, propose an organization for this purpose, with which all the women of the land are to be invited to cooperate.

the highest education, and have means to assist in promoting it, for aid. Not less than \$50,000 a year, for the next ten years, it is stated will be required in order that the university may continue in operation upon a scale worthy of its name and birthright.*

THE HEALTH OF THE SCHOOL POPULATION.

The effects of healthy training on the growing mind and body of the youth, and the influence of school-life in preventing, correcting, or producing disease, are subjects so vital to the public welfare, that every teacher should be awake to the importance of understanding them.

The census of 1870 reported the following number as dead at the ages mentioned :

Between 1 and 4 years old	203,213
Between 5 and 9 years old	26,329
Between 10 and 14 years old	15,979
Between 15 and 19 years old	20,262
Between 20 and 24 years old	25,981

So that the total mortality of the population below 25 years of age was 291,764, and the mortality of those who are fit subjects for elementary, secondary, and superior instruction, between 5 and 24 years of age, was 88,551.† But the mortality is only an indication of the amount of disease prevalent; and the diseases incurred during school-life, or aggravated by it, prepare many victims for lingering illness in later life, and contribute largely to the mortality of the adult population. Beside this, many troublesome complaints, not of perceptibly fatal character, are often contracted in school. It has been discovered, for instance, that cases of myopea, or short-sight, increase in frequency and in degree as the course of instruction carries children from elementary up to secondary schools, and youth from academies to colleges and professional studies.

Headache, bleeding at the nose, diseases of the eye and the spine, dyspepsia, affection of the bronchial tubes and lungs, exanthematous fevers, diphtheria, and many other complaints, have been undoubtedly induced or aggravated by the collection of numerous children in school under unfavorable conditions as to ventilation, light, heat, cleanliness, exercise, and habits of study. School-furniture is responsible for much curvature of the spine. Bad print, bad light, and bad position of the

* But a few days after the great calamity at Boston, information was received of the total destruction by fire of the Illinois Female College, at Jacksonville. No less than three times, during the last ten years, has a similar misfortune befallen this institution; and since upon each of the two previous occasions the college arose from its ashes to a new and more efficient life, it is not doubted that the present sad event will be attended with a like result, arrangements having been already made for the rebuilding of the institution.

† The mortality statistics of the Eighth and Ninth Censuses, with illustrative diagrams, by J. M. Toner, M.D., of Washington, D. C., were published in the Circular of Information of this Bureau for March, 1872.

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head while studying, continually cause distortion of the eye, and resultant trouble. But neither time nor space will permit of further detail here. The material collected on this subject will be published at an early date.*

NECESSITY OF PUBLIC SANITARY MEASURES.

School management, proper in kind and degree, good buildings, scientifically constructed furniture, and clearly printed text-books, will obviate much of this trouble. The enlightened interest and coöperation of the medical profession are also much needed, and their advice should be sought and followed by all interested in the health of schools. But we must finally go behind all schools, and, prior to the entrance of children upon instruction, see that the infant offspring of the poor in all crowded centers of population is put in proper conditions of health, and is supplied with pure air, wholesome food, sufficient clothing and lodging. The awful mortality of children *before* school-age points to the still more dreadful amount of disease. Beside the 203,000 children which the census reports as dead between one and four years of age, countless thousands of little sufferers pined in dark rooms, wasted their young life in exhausting diseases, and lived on innutritious food. Of these no account can possibly be taken by the decennial census; nor is there any instrumentality for their record.

PUBLIC PARKS AS SANITARIUMS.

While many important measures for the preservation of public health will be found imperatively necessary hereafter, I can not avoid pointing out here the great and immediate importance of sanitary appliances for the children of our cities. The following suggestions from the pen of Joseph M. Toner, M. D., late president of the Medical Association of the District of Columbia, are taken from a letter to this office, dated June 3, 1872:

An examination of the published annual reports of the boards of health of our different cities for many years, reveals the fact that more than one-half of all the deaths occurring in them are of children under five years of age; and a study of the reports with reference to the causes of death, shows that a large percentage of them occur during the months of June, July, August, and September, and are attributed to cholera-infantum and kindred diseases, produced by the heats of summer.

Whenever the thermometer rises and remains for any considerable number of days above 80° Fahrenheit, unless the greatest care is taken, deterioration in the quality of all fresh animal food takes place, even where it is kept on ice; and when such has to be used by infants already weakened by meager diet, and by such protracted and exhaustive heats, their delicate digestion is sure to be damaged, and a class of diseases set up destructive to young children compelled to live in narrow courts and crowded and badly ventilated rooms. The poor, with the most active parental solicitude, can not

* Valuable suggestions on this subject, contained in an article by the celebrated Dr. Virchow, of Berlin, were published by this Bureau in the Circular of Information for August, 1870.

overcome these evils and inconveniences in cities, or provide from their limited incomes the best quality of food, even in times of sickness, for their families.

It has long been the habit of physicians to send children under three years of age to the country during the summer when their digestion becomes seriously deranged, (if their parents can afford the expense,) with the confident expectation that they will recover, and without medicine.

It is said the poor have no friends; at all events, so far no health-restoring springs, rural boarding-houses, or cool summer resorts have been established for the special accommodation of the needy poor. The impecunious condition of vast numbers of heads of families in large cities renders them utterly unable to remove their children to the country during the summer months, no matter how urgent might be the necessity for such a change to save their lives. Children in this sphere of life, in vast numbers, in spite of all the physicians can do for them in the city, gradually waste away and die. To counteract this waste of life, I conceived the project, and have to some extent promulgated the idea, that the founding by cities of one or more large free parks or camping grounds, as a resort for school children and their mothers and nurses during the summer months, might save the lives of many children who would otherwise perish.

Such parks or sanitariums ought to be located on elevated wooded lands, above the line of malaria, where there is good drainage and an abundance of spring water.

The site ought to be selected with special reference to its accessibility, on a line of railroad or a steamboat route, and within a couple of hours' run from the city, and where provisions and the necessaries of life are cheap.

In the United States every 300 feet of altitude above sea-level secures a temperature of about the equivalent of one degree of north latitude.

The grounds should be improved by the removal of all underbrush, the planting of shade, fruit, and ornamental trees, the laying out of walks and drives, and by the erection of cheap summer cottages and boarding-houses every way comfortable and suitable for the purposes of the institution. Those who could not obtain cottages should be permitted to erect canvas tents on particular parts of the grounds, and all be permitted to live in such style as might be suited to their means, provided they did not violate propriety, and observed a proper regard for the rights of others.

Play-grounds, gymnasiums, school-houses, and chapels ought to be provided, so as to secure as much healthy and refined home influence as possible for all.

The whole institution should be governed by liberal rules, so as to obtain the greatest amount of health and comfort to the greatest number, with the least constraint, but with due regard to the rights of all. A medical and civil police should have the immediate supervision of the establishment, to insure order and preserve a proper regard for the laws of health and the salubrity of the park.

In my report for 1870 I called attention to the value of parks in an educational point of view. I am happy to state that the legislature of New York passed, May 23, 1872, an act appointing seven commissioners of parks.

THE "TIMES" FUND FOR POOR CHILDREN.

One of the interesting reliefs undertaken for the young of the city of New York, and of the most salutary character, was carried forward by the managers of the New York Times newspaper. Mr. George F. Williams, who was especially active in managing the fund from first to last, furnishes the statements from which the following facts are drawn for the information of those in other cities who are studying methods for ameliorating the sufferings of the poor and young:

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During the nine weeks of the pic-nic movement, eighteen excursions were given, with the following attendance:

Number of excursion.	Number attending.		
	Adults.	Children.	Total.
1st	45	560	605
2d	64	860	924
3d	122	1,103	1,225
4th	65	722	787
5th	65	862	927
6th	85	862	947
7th	200	587	787
8th	45	602	647
9th	103	904	1,007
10th	61	1,323	1,384
11th	161	1,439	1,600
12th	91	838	929
13th	72	609	681
14th	103	1,245	1,348
15th	227	1,652	1,879
16th	43	1,407	1,450
17th	27	1,507	1,534
18th	174	1,489	1,663
Total	1,753	18,571	20,324

The amount of money subscribed from July 4th to September 11th, inclusive, was nearly \$19,400, of which about \$15,920 were expended, and a balance of about \$3,480 remains deposited with the National Insurance Company of New York City, subject to the order of the trustees of the fund, Messrs. George Jones, Charles H. Marshall, and Edward King.

The expenses of the eighteen excursions amounted to about \$10,714, or about 52 cents for every person entertained. The following supplies were consumed: 6,840 loaves of bread, 22,828 large sponge-cakes, 185 hams, 192 tongues, 1,445 pounds of beef, 635 pounds of butter, 2,914 quarts of ice-cream, 2,585 quarts of milk, 35,000 pounds of ice, 19 boxes of lemons, 2,225 pounds of sugar, and 550 pounds of candy.

One special railway train was offered free of expense, and two special railway trains, fourteen barges and tugs, and one large steamer were chartered for the purpose of carrying the children out of town. It required the paid services of from 10 to 14 persons to serve the food to the children. A band of music accompanied every excursion, its services being twice gratuitous. Many hundred plates, mugs, saucers, spoons &c., were also purchased.

A relief movement was also organized and carried out simultaneously. Under its operation 63,139 domiciliary visits were made by 176 volunteer visitors under the direction of the district superintendent.

There were 2,217 medical visits to sick children; the lives of sixty-three infants were thus saved, and in addition, a very marked reduction of the average mortality of those weeks was observed; 3,715 families, comprising 8,970 individuals, were relieved. The expenses of the relief branch were about \$5,216.

Edward Jarvis, M. D., in a communication to the Massachusetts State

Board of Health, brings out statistics showing an important relation of education to health:

The infant's life is in the care of the mother, and its safety depends upon the intelligence and discretion that she can give to this responsibility. There is no record that discriminates between the intelligent and ignorant of the mothers, showing the number of each class. Nor is there any record of the deaths of the infants of these educated and uneducated parents. But there is an approximation to these facts on a large scale in the registration reports of England.

In England, every person when married is recorded, and required to sign the register; and if unable to write, the bride and groom must make their mark.

The reports show the numbers and proportions of both grooms and brides in each district who wrote their names or made their marks.

The same records show the births and deaths at each age. For the purpose of showing the connection between the education of the parents and the life of their children, the records of twenty-five years, including 3,362,742 marriages, have been analyzed and divided into several classes, according to the proportions of the brides who wrote their names in the register.

In the most intelligent class, there were 648,260 marriages, and 20 to 30 per cent. of the women made their mark. In the least intelligent class, there were 661,929 marriages, and 60 to 70 per cent. of the brides made their mark. In the first class there were 2,231,959 children born, and 327,040, or 14.65 per cent., died under one year old. In the last class 1,776,547 children were born, and 439,359, or 24.87 per cent., died before they passed their first year. As often as 1,000 died in their first year, in the more intelligent class, 1,698 died in the least intelligent class among the same number born in each.

These classes are both large; each include city and country, commercial, mining, manufacturing, and agricultural districts. The only difference apparent is the diverse proportion of the mothers who could write their names.

It is not to be supposed here that the simple fact of inability to write caused the death of the infants. But the inability to write is a representative fact. It represents a want of education and intelligence, a lower degree of discipline and thrift. With these mental and moral conditions are associated more poverty, and even destitution, the more frequent want of means of support and the comforts of infant life, a more careless and indiscreet management, more intemperance, and neglect of children. In the best class 20 to 30 per cent. could not write, and in the worst class 30 to 40 per cent. had this accomplishment, but if these could be excluded, and none but the educated be in the first, and none but the ignorant in the last class, the difference in the chances of infant life would be found to be much greater.

VETERINARY INSTRUCTION.

The epidemic which lately visited the horses of the country has awakened the public mind to the necessity of a class of well-educated veterinary surgeons. In this respect we are far behind the countries of Europe. Indeed, what is there connected with the rural economy of the Old World, from which we may so profitably learn a lesson, as in securing skillful medical and surgical treatment for domestic animals? The twenty-five veterinary colleges in Europe of which we have information are measurably due to the lessons enforced by the prevalence of destructive diseases among animals. In this country the business of a "horse doctor" is almost universally spoken of in a tone of contempt. The late epidemic has given an unusual value to the services of persons skilled in treating the diseases of those animals. If this appreciation of

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veterinary skill shall prove in any degree permanent, the epidemic, with all its evils, will not be unproductive of benefit.

The whole number of horses in the United States is estimated at nearly 9,000,000; representing the value of \$700,000,000 or \$800,000,000. It is within bounds to say that the portion of this amount annually lost by want of skillful medical treatment is not less than \$15,000,000. The opinion has been expressed that for want of proper knowledge the country, in the purchase and losses of horses during the late war, incurred expenses to an amount greater than would have been required to maintain a national veterinary school or college for half a century. These considerations alone might be sufficient, but when added to these is the danger of such disaster as has lately fallen upon the country, entailing incalculable injury, not only in the actual loss of horses but in the hindrance to travel, delivery of mails, &c., and the almost total stagnation of many kinds of business, involving heavy losses, the necessity of some measures to prevent a recurrence of such a calamity is apparent. The only remedy lies in the establishment of veterinary schools, or of departments of veterinary science, in connection with existing institutions. The formation of a veterinary medical association in each State will do much to enhance the dignity of the profession. Educated veterinary surgeons, thoroughly scientific men, will occupy a position very different from that of the ordinary farrier or charlatan. Hospitals for clinical instruction should also be established, managed like similar institutions at the veterinary colleges in Europe. Very much the same kind of knowledge is acquired by the student of veterinary as of human medicine; the difference lies in the field of practical application. It were as reasonable to look with contempt upon the scientific man who inquires into the causes of the potato-rot, or the blighting of a wheat crop, as of the one who studies the diseases of domestic animals upon whom depends so large a portion of our wealth and comfort. Besides this the study of the best means for preserving the health of animals often develops facts and principles of no slight value in reference to the health of the human system. Some of the most serious diseases to which man is subject are found in amazingly near the same form in horses, and need essentially the same treatment. If anything will warrant the expenditure of public money for educational purposes, surely a sufficient warrant will be found in a case which involves the protection of so vast an amount of property, in the preservation of which the whole country has, if not an equal, at least a very great direct or indirect pecuniary interest. Let men be educated for the business, as in Europe, at the expense of the state.

It is gratifying to notice already indications of progress in some quarters. The Massachusetts Agricultural College has a professor of veterinary science, Professor Clark, for seven years assistant professor with Agassiz. A laboratory has been established, and the lectures are given with abundant illustrations. The Veterinary College of New York, which, its members claim, is the only regular college of this kind in the

United States, was chartered in 1857, and its importance and usefulness are recognized by the leading members of the profession in that city. Last year it had thirteen students. A free scholarship in this college is placed at the disposal of each State agricultural society. The college is maintained entirely by private subscription. Concerning the Pennsylvania Veterinary College, at Philadelphia, the statements are so conflicting that it is difficult to determine its status.

Mr. James Law, professor of veterinary science in Cornell University, writes me of the effort already made there to furnish this instruction. He also sends specimens of papers prepared by the students in their examinations upon the subject, showing commendable interest and effort.

A recent convention of agriculturists in Indianapolis, in view of the growing importance of the live-stock interests of the country, passed a resolution urging the establishment of an efficient professorship of veterinary practice in each agricultural college.

These special objects, it should not be forgotten, will be greatly promoted by the increase of intelligence among the farmers.

ART TRAINING.

There appeared in London, in 1869, a book entitled "Hiatus—the Void in Modern Education; its Cause and Antidote," in which the author says: "It is sufficiently evident that the prevailing deficiencies in our present plan of education are deficiencies in point of fine art and emotional susceptibilities to certain unfailing influences, derivable, though not always derived, from the survey of natural phenomena; beauty being the chief of these influences."

The deficiencies in American education in this particular are widely felt and acknowledged. The increased attention given to drawing in our schools is tending to multiply the means by which the better understanding of the language of art is possible. The knowledge of drawing may be said to bear the relations to art in certain aspects that the knowledge of A B C does to poetry, but more, much more, than instruction in drawing is alike possible and necessary. Whatever susceptibility to the enjoyment of the beautiful is possessed by any soul should be developed. How essential this to the most beautiful individual or national life! It is much to produce names great in art, and instruction that will accomplish this is not in vain. While American education should be consistent with this result, nay, productive of it, it should also seek to make universal the discovery, appreciation, and enjoyment of the beautiful. With a view to aiding whatever impulses there may be here and there toward this result, I have secured, and publish among the accompanying papers, a short article adapted to meet, if possible, the present condition of things, prepared by Martin B. Anderson, LL. D, the eminent president of Rochester University, New York, whose personal labors for himself and his university are illustrative of what is possible under our present disadvantages.

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For statistics of museums of art reference is made to the table of museums in the appendix to this report. It is a matter of deep regret that it has been found impracticable to make these statistics more complete.*

THE SUPERVISION OF EDUCATION.

The history of the development of educational supervision by each State in the Union is a study full of interest and instruction. It indicates conclusively that the American people have almost universally come to the conviction that no State can expect an efficient system of education for its children which has not a competent officer devoted to the supervision of this important interest.

The following table will show—

The title and salary of State executive school officers.

States.	Title.	Am't.
Alabama	Superintendent of public instruction	\$3,000
Arkansas .....	.....do.....do.....	3,500
California .....	.....do.....do.....	3,000
Connecticut	Secretary of the State board of education	3,500
Florida	Superintendent of public instruction	2,000
Georgia	State school commissioner	2,500
Illinois	Superintendent of public instruction	2,500
Indiana .....	.....do.....do.....	1,500
Iowa .....	.....do.....do.....	2,200
Kansas .....	.....do.....do.....	1,200
Kentucky .....	.....do.....do.....	2,000
Louisiana .....	.....do.....do.....	5,000
Maine	Superintendent of common schools	1,800
Maryland	President of the board of State school commissioners .....	.....
Massachusetts	Secretary of the State board of education	3,000
Michigan	Superintendent of public instruction	1,000
Minnesota .....	.....do.....do.....	2,500
Mississippi	Superintendent of public education	3,000
Missouri	Superintendent of public instruction	3,000
Nebraska .....	.....do.....do.....	2,000
Nevada .....	.....do.....do.....	2,000
New Hampshire .....	.....do.....do.....	1,200
New Jersey .....	.....do.....do.....	2,000
New York .....	.....do.....do.....	5,000
North Carolina .....	.....do.....do.....	1,500
Ohio	State school commissioner	2,000
Oregon	The governor <i>ex officio</i> .....	.....

* It is proper to record in this place the recent acquisition, by the New York Museum of Fine Arts, of the unique and priceless collection of statuary gathered by General di Cesnola, United States consul at Cyprus.

Title and salary of State executive school officers—Continued.

States.	Title.	Am't.
Pennsylvania.....	Superintendent of common schools	\$3,500
Rhode Island.....	State school commissioner	2,500
South Carolina...	Superintendent of public instruction	2,500
Tennessee.....	The treasurer <i>ex officio</i> .....	.....
Texas.....	Superintendent of public instruction	2,500
Vermont.....	Secretary of the State board of education	1,200
Virginia.....	Superintendent of public instruction	2,000
West Virginia....	General superintendent of free schools.....	1,500
Wisconsin.....	Superintendent of public instruction .....	.....

Since the laws from which the above information was drawn were examined, Oregon has passed an act providing for the State supervision of public instruction, and Tennessee is expected to do the same by its present legislature.

It will be observed that two States, New York and Louisiana, pay their chief executive school officers \$5,000 each; three States, Arkansas,* Connecticut, and Pennsylvania, \$3,500 each; five States, Alabama, California, Massachusetts, Mississippi, Missouri, \$3,000 each; six States, Georgia, Illinois, Minnesota, Rhode Island, South Carolina, and Texas, \$2,500 each; one, Iowa, \$2,200; seven States, Florida,* Kentucky, Nebraska, Nevada, New Jersey, Ohio, and Virginia, \$2,000 each; one, Maine, \$1,800; three, Indiana, North Carolina, and West Virginia, \$1,500 each; four, Kansas, New Hampshire, Vermont, and Wisconsin, \$1,200 each; and one, Michigan, \$1,000. Tennessee and Oregon pay no salaries for services as superintendent.† In Maryland the expenses of the board of education are paid.

The quality of service demanded of these officers is the very highest. They must be men of ability and attainments, of high character, up with the times in their profession, and successful in the administration of affairs. The discharge of their duties touches every child in the State. No other class of officers has equal direct responsibility in molding the character of future generations; yet it will be seen that, in a considerable portion of the States, their pay does not equal that expected by a clerk of fair ability, whose only duty is to sell groceries or calico by retail. What can be more scandalous than that the State of Michigan should pay to the superintendent of public instruction only \$1,000, or Wisconsin only \$1,200, or Ohio, in which the disbursement for education approaches \$8,000,000, only \$2,000?

* Payable in State scrip, which is variable in value.

† Since the above was written Tennessee has passed a law giving her superintendent \$3,000, and Oregon pays \$1,500.

LXXXVI REPORT OF THE COMMISSIONER OF EDUCATION.

It will be interesting to extend this examination and include the facts connected with the compensation for the services of the presidents and professors of our colleges, and superintendents of our cities, and a large share of the best literary labor in the country.

In addition to the administrative work of a school superintendent of State or city, or the president of a college, it will be found, by looking through this report, what a vast amount of other labor is performed by them of a literary character, particularly in the production of text-books and the delivery of addresses.

Many of these men are expected to do all that can be required of a scholar, or scientist, or orator, and at the same time all that could be expected of the administrator of most multiplied and important affairs. Very often they have no one to assist them with head or hand. Great relief would be afforded, and efficiency added, by giving a superintendent or college president appropriate clerical aid. The limited extent to which these overtasked and underpaid men avail themselves of the aid of short-hand writers is surprising.

CONCLUSION.

No one can be more sensible of the omissions rendered necessary by the great size of this volume, than I am. Many subjects of great interest are hardly alluded to, and many others not noticed at all.*

* A short note respecting a few of these topics is here inserted.

The article on kindergarten progress is necessarily omitted. Miss Elizabeth P. Peabody, of Cambridge, Massachusetts, still devotes herself enthusiastically to kindergarten culture. Mr. John Kraus, so long connected with this office, will, in New York, do his utmost in the same direction. The benefits of this training for children between the nursery and the school are becoming better appreciated. In Boston, Saint Louis, Detroit, Cleveland, and other cities, considerable effort has been made to use something of Froebel's methods in connection with the public systems. Great good, no doubt, is to arise from the modifications of home training which it is fittest to promote.

Miss Matilda H. Krieger's kindergarten training class in Boston is temporarily discontinued.

The Poppenhusen Institute, at College Point, Long Island, was established by Mr. Conrad Poppenhusen for the benefit of his employes. Miss Jahn, a graduate of the normal school at Berlin, is the present teacher.

Dr. Adolf Donai, author of works upon kindergarten training, is now at the head of a kindergarten school in Newark, New Jersey.

Miss Marie Fritsche is principal of an excellent kindergarten connected with the normal school at Des Moines, Iowa.

Miss Maria Boelte, a pupil of Frederick Froebel's widow, is principal of the kindergarten of New York City. This lady has also a "class for mothers."

A kindergarten has just been established at Montclair, New Jersey, with Miss Maedawiel as principal.

Miss Emma Marwedel has opened a kindergarten in connection with her school for physical culture in Washington, District of Columbia.

Mrs. John Ogden is to open a kindergarten at Columbus, Ohio.

All special treatment of female education must be omitted; all facts gathered in regard to co-education, as well as a large amount of information collected by Mrs.

I have the honor to make the following recommendations:

First. An increase of the permanent force of this office commensurate with the increasing amount of work to be done.

Secondly. An appropriation sufficient to pay for suitable cases for the books and records of the office, and for preserving the models of school-apparatus, &c., presented to it.

Thirdly. Additional funds for the publication of Circulars of Information to meet the increasing demand for the same.

Fourthly. The enactment of a law requiring that all facts in regard to national aid to education; and all facts in regard to education in the Territories and the District of Columbia, necessary for the information of Congress, be presented through this office. For the purpose of enabling the Government to meet its responsibilities with respect to the education of the people in the Territories, I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by the appointment of the President, and his compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

Fifthly. In view of the appalling number of children growing up in ignorance on account of the impoverished condition of portions of the country in which slavery has been lately abolished, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands shall be set aside as a special fund, and its interest be divided annually, *pro rata*, between the people of the several States and Territories and the District of Columbia, under such provisions, in regard to amount, allotment, expenditure, and supervision, as Congress in its wisdom may deem fit and proper.*

Julia H. Holmes in New York City, for the Bureau, showing the relation of woman's education to her industries; also, an interesting account of the training of women as nurses in Europe, and of the efforts of Julia F. Gould and others to introduce similar measures in connection with the hospitals in New York.

Moreover, there must also be omitted any special treatment of the evils of the sub-district system, or of the advantage of instruction in music and in drawing in public schools.

* The Committee on Education and Labor in the House of Representatives, of which Hon. L. W. Perce is chairman, during the late session of Congress reported a bill with essentially this purpose of aid in view. After careful debate it passed that body and was sent to the Senate last February.

The National Teachers' Association, at their late annual meeting in Boston, with representatives present from all quarters of the country, and of all differences of opinion on other than educational subjects, adopted a resolution "approving the bill now pending in Congress, for the appropriation of the proceeds of the sales of the public lands to educational purposes."

In a letter recently received from Rev. Barnas Sears, D. D., agent of the trustees of the Peabody educational fund, he says: "Nothing more important, nothing more con-

LXXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

Sixthly. I need not more than allude to the fact that the extra work and extra expense for stationery and clerical assistance, &c., entailed on this Bureau by the endeavor to show thoroughly the methods, progress, and advantages of our public-school system at Vienna, will need an additional appropriation *available this winter*.

Seventhly. It is strongly urged by many educators in the country that the General Government should make adequate appropriations for the expenses to be incurred in representing American education at the Vienna Exposition, including the cost of preparing a common-school house, and its transportation, with other material—books, apparatus, &c.—necessary to illustrate the conduct of American common schools; and also the preparation of a report upon the educational lessons of the great Exposition for the benefit of American educators, and I earnestly recommend that this item of expense be included in whatever general appropriation Congress may see fit to make in aid of American representation at this Exposition.

Eighthly. I respectfully recommend that such provision as may be seen best in the wisdom of Congress, be made for the publication of ten thousand copies of the annual report of this Bureau, immediately on its completion, to be put at the control of the Bureau for distribution among its correspondents and the educators of the country, however many may be ordered for distribution by members of the Senate and House.

My thanks are due to the thousands of educators in different parts, who have cordially coöperated in aiding the work of the office, and also to the Commissioner of Patents, the Superintendent and Acting Superintendent of the Ninth Census, the Commissioner of the General Land-Office, the Congressional Printer, the Chief of the Bureau of Statistics, and the Commissioner of Agriculture, for valuable information.

It is very agreeable, at the close of another year, to have so abundant occasion to renew the expressions of my obligations to the Assistant Secretary and yourself, and to the President, for wise direction and hearty coöperation in the performance of the duties of this office.

I am, sir, very respectfully, your obedient servant,

JOHN EATON, JR.,

Commissioner.

Hon. C. DELANO,
Secretary of the Interior.

ciliating could be done by Congress for the Southern States, than to make a liberal appropriation for the public free schools. The white population generally feel the necessity of educating the colored race as well as their own children; but almost the whole burden falls upon themselves, as the colored people ordinarily have but a slight poll-tax. Mr. Hoar's educational fund bill meets the case substantially, and would undoubtedly be acceptable to the people, with the exception of a limited number of party men."

Similar testimony comes from the remote Territories as well as from many sections of the different States.

ANNUAL STATEMENT

OF THE

PROGRESS OF EDUCATION IN THE UNITED STATES.



* A P P E N D I X .

ABSTRACTS FROM THE OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES, TERRITORIES, AND CITIES, WITH ADDITIONAL INFOR- MATION FROM VARIOUS SOURCES.

A L A B A M A .

[From report of Hon. Joseph Hodgson, State superintendent of instruction, for the scholastic year commencing January 1 and ending September 30, 1871.]

SCHOOL-FUND.

The school-fund for the scholastic year, as certified to this department by the State auditor, was derived as follows :

Interest on sixteenth-section fund, from December 1, 1869, to October 1, 1870.....	\$115,268 85
Interest on valueless sixteenth-section fund, from December 1, 1869, to October 1, 1870.....	6,472 75
Interest on surplus revenue.....	44,605 78
One-fifth aggregate revenue.....	232,462 25
Poll-tax.....	82,579 66
From revenues derived under section 957 of the revised code.....	100,000 00
Total.....	581,389 29

The school-fund for the scholastic year commencing October 1, 1871, and ending September 30, 1872, as certified to this department by the State auditor, amounts to \$604,978. 50.

Financial statement.

Public-school fund for 1851.....	\$237,515 39
Public-school fund for 1856.....	267,690 41
Public-school fund for 1857.....	281,874 41
Public-school fund for 1869.....	524,621 68
Public-school fund for 1870.....	500,409 18
Public-school fund for 1871.....	581,389 29
The increase of school-fund for 1871 over that of 1870 amounts to.....	80,980 11
Cost of administration in 1870.....	\$86,123 82
Cost of administration in 1871.....	44,588 21
Decrease.....	41,535 61
Total available fund for 1871-72.....	\$640,627 83
Already apportioned to schools.....	560,000 00
Balance unapportioned.....	80,627 83

* The statistics of city schools, tabulated from the figures given by the city superintendents, as well as the names of the presidents and the statistics of the higher educational institutions of each State, will be found in their appropriate place among the statistical tables at the end of this volume. These tables of the schools and colleges embody the information given, in response to the circulars of inquiry sent out from this Bureau, by those in charge of the institutions. Owing to want of space, reference will be made in the text only to institutions from which the Bureau possesses printed or written information relating to matters of special interest.

The above apportionment is at the rate of \$1.33½ to each child, which is the same as last year. A large amount has been reserved in order that the necessary appropriations may be made for the improvement of the State university, the establishment of normal schools, and the correction of previous errors, by which several towns have been deprived of interest upon their sixteenth-section funds. Whatever balance may then remain will be apportioned thereafter.

NEW SCHOOL CODE.

At their last session, the members of the board of education did much to reform the public-school system, but the code of laws which they then enacted has been proved by the experience of the last year to be faulty in several important respects.

TEACHERS' INSTITUTES.

The law provides for teachers' institutes, but makes no provision for their encouragement. During the past year institutes have been held in nearly all the counties, for the first time in the history of public instruction in Alabama. The result has been most satisfactory.

The superintendent thus writes: "The board of education should designate certain central points and convenient times at which several counties may unite in institutes, and that a competent teacher, trained in a normal school, be employed to give instruction to the teachers on such occasions. I am satisfied that in this way our teachers of public schools would become far more efficient at a very small cost to the State.

STATE TEACHERS' ASSOCIATION.

"As an auxiliary to the teachers' institutes, I organized in July a State association of teachers. It was largely attended by leading educators from all parts of the State, and for three days the addresses and debates elicited unflagging attention.

"I would suggest, inasmuch as it is expedient for county superintendents to visit the capital at least once in each year to adjust accounts, that they be empowered to attend the annual educational convention, and that a small appropriation be made to pay their expenses. Nothing would go further to advance the cause of public instruction than a convention of county superintendents once a year.

THE STATE UNIVERSITY.

"The State university was re-organized by the board of education, sitting as a board of regents. It had fallen into bad repute, and was without students. The board selected an able faculty, equal in ability to any who had preceded them. Notwithstanding the difficulties with which the university has been obliged to contend for several years, its present session opened with most flattering prospects, and the corps of cadets numbers nearly as many as before the war. It is unnecessary for me to call the attention of the people to the importance of sending their sons to an institution of their own.

NORMAL DEPARTMENT OF THE UNIVERSITY.

"In this department, which is designed for the preparation of teachers, instruction is given by each professor as to the best manner of imparting a knowledge of the subjects taught, and at stated times the pupils are required to practice the principles taught by teaching a class, under the immediate direction of the professor. The president of the university will deliver a course of lectures on the art of teaching and conducting schools, with special reference to discipline. Certificates of proficiency, setting forth their qualifications, will be given to those who leave the university for the purpose of teaching, which certificates will at once admit them, without further examination, into the public schools as teachers.

SCHOOL OF AGRICULTURE AND MECHANICS.

"It will devolve upon the general assembly to appropriate to some institution of learning the annual interest of the fund now being realized from the congressional land-grant. Two hundred and forty thousand acres have been given to the State for an endowment to agricultural and scientific schools. This land has been sold by the State commissioners for \$218,000, and will realize us an annual revenue of about \$17,000. Here, then, we have for our own State the means of setting on foot a system of instruction which will extend to our laboring population the great benefits which have been derived from similar institutions in Europe. If such polytechnic schools for training in the practical arts are encouraged by the State government, I confidently expect to see the most important results at no distant day."

SCHOOL ATTENDANCE.

	White.	Colored.
Number of pupils enrolled, male.....	45,396	27,512
Number of pupils enrolled, female.....	41,580	26,824
Total number of pupils enrolled.....	86,976	54,336
Average number of male pupils in attendance.....	34,180	21,059
Average number of female pupils in attendance.....	32,178	20,249
Total average attendance.....	66,358	41,308
Increase in attendance since last year.....	30,395	25,211

NUMBER OF SCHOOLS.

	White.	Colored.
Number of primary schools.....	544	754
Number of intermediate schools.....	792	143
Number of grammar schools.....	812	26
Number of high schools.....	251	2
Total.....	2,399	922

NUMBER OF PUPILS IN DIFFERENT BRANCHES.

	White.	Colored.
Pupils studying orthography.....	76,015	46,823
Pupils studying reading.....	52,572	23,786
Pupils studying writing.....	38,931	13,162
Pupils studying arithmetic.....	32,924	10,722
Pupils studying geography.....	14,449	7,631
Pupils studying grammar.....	14,167	1,127

TEACHERS.

	White.	Colored.
Number of teachers, male.....	1,573	745
Number of teachers, female.....	924	228
Total.....	2,497	973
Average monthly pay of teachers.....	\$42 15	\$43 06

Average duration of schools, 3 months 8½ days.

RECAPITULATION.

Total enrollment, 1871.....	141,312
Total average attendance.....	107,666
Total increase in attendance since last year.....	55,606
Total number of schools.....	3,321
Total number of teachers.....	3,470

At the conclusion of his report, the superintendent says: "In submitting this report I would call the attention of your excellency to the fact that a large proportion of the public schools during the past year did not cease operation as soon as the public fund was exhausted, but were continued by private contribution. Thus the public fund has been made a most valuable auxiliary to the educational interests of the State. It has paid more than half the tuition of nearly all the children of the State, and all the tuition of, by far, the greatest number."

THE PEABODY FUND.

From the report of Dr. Sears, superintendent of this fund, we make several extracts to show the aid that has been extended to the educational interests of the State.

To an inquiry respecting local taxation, the superintendent replied, March 28, 1872: "No local taxes are levied in this State for school purposes, except in the counties and cities (two of each) mentioned in my report; but such taxes may be levied, as you will see from the law. Thus, while the State is unable to raise money enough by a general tax to support the schools for a period much beyond three months, the people are so averse to local taxation that they will not, in this way, supplement the State funds. An attempt is made to meet this difficulty by requiring, as far as practicable, the school funds to

be supplemented to an amount sufficient to continue the public schools in operation for at least five months. It would seem that the additional money is to be raised by voluntary contribution, and that an agreement must be entered into by the contributors to make the schools free, and to place them under the supervision and control of the public-school authorities. This may be the best that can be done; but, as light dawns upon the people, they will see that they are paying dear for their prejudice against a school-tax. The plan can be viewed only in the light of a transition to a better state of things.

GREENSBOROUGH.

"It was hoped that the schools of Greensborough would have become this year self-supporting; but the superintendent wrote, March 12, 1872: 'The prospects of receiving State aid are so gloomy that I feel constrained to request the continuance of the same assistance that you have so kindly given for the past two years. Our schools are fuller than ever before.' The donation, \$1,000, was renewed.

SELMA.

"The president of the board of education of Selma wrote, August 5, 1871: 'When I last saw you I thought we should be able by this time to keep our free school without further assistance from the Peabody fund; but we have been disappointed. There is a provision in our city charter which limits the amount of our school-fund from the city tax to 10 per cent. of the gross revenue of the city. We endeavored, at the last session of the legislature, to remove this restriction, but met with opposition, which defeated the measure.' The former donation of \$2,000 was continued.

MONTGOMERY.

"The superintendent of Montgomery wrote: 'Your generous gift assisted us so much last year that we had hoped to carry our schools through the year without any assistance from outside; but the State treasurer is unable to pay the State apportionment, about \$2,500, and we must close at once, unless we can obtain help.' We promised \$1,500, on condition that the schools be continued through the year.

"Altogether there has been expended from this fund in the State \$9,200."

ALABAMA TEACHERS' ASSOCIATION.

The second annual meeting of this association was held at Montgomery, July 9th, 10th, and 11th.

Addresses were delivered by Hon. Joseph Hodgson, president and State superintendent of public instruction; by Professor Kennedy on the "best incentive to study;" by Hon. E. R. Dickson on the "best method of diffusing education;" by Colonel Menifee, county superintendent of Pike County, in behalf of popular education. He was followed by Rev. Dr. Andrews, president Southern University, Greensborough; Mr. Goodwin and Dr. Stout, of Atlanta; Major Davis, of Louisville; Mr. Calvin, of Augusta. Rev. Mr. Cook, Professor Hale, Professor Hogg, and Rev. D. C. B. Connerly and others also made addresses upon practical subjects, and all earnestly in sympathy with the movement for sustaining a system of public schools.

Professor Lupton, president of the State university, expressed himself as in full accord with the public-school movement. Though he saw difficulties in the way, he thought they would be overcome. It was only necessary to show the people the good to be derived from the results of the system.

All the discussions during the meetings of the association demonstrated that Alabama has many able workers in the cause of public schools who are striving to lay the foundations of a progressive system of public education in the State.

INSTITUTIONS.

MEDICAL COLLEGE OF ALABAMA.

The circular of this institution for the session of 1872-'73 contains the following record of its progress and present condition:

At the session of the college for 1868-'69 there were 22 students, 4 of whom graduated at the close of the session. The next year, or the session of 1869-'70, there were 25 students, of whom 7 graduated. The next session 54 students attended the lectures, 15 of whom graduated. At the last session, that of 1871-'72, there were 91 students and 37 graduates. Thus the institution has had a steady and uniform growth.

The system of free lectures still continues.

REASONS FOR MAKING THE LECTURE COURSE FREE.

The building was erected by the State, and presented to the trustees as a free gift. The city of Mobile presented a museum and complete chemical apparatus, at a cost of \$30,000.

At the close of the war it became apparent that many of the students were unable to pay the customary charges for tuition. The faculty, therefore, decided to make the lectures free, and charge fees only sufficient to meet the ordinary running expenses of the institution. In the opinion of the faculty, the plan accomplishes all that was desired. They do not object to the endowment of the various chairs, but claim to have adopted the present system as the plainly indicated want of the times.

The faculty also urge their friends to foster the institution, and to contribute their moral support to its sustenance upon the plan adopted.

TALLADEGA COLLEGE.

This institution is the outgrowth of the work carried on by the American Missionary Association, and is still under its supervision, and partially maintained by it. It is intended by the founders to build up an institution complete in all its departments, commencing with preparatory and normal departments, and developing into a college. A building, sixty by one hundred feet, erected before the war, surrounded by forty acres of land, was, with the assistance of the Government, purchased in 1867. In honor of one who contributed largely, it is called Swayne Hall. In the summer of 1870 a second building was completed, at a cost of \$20,000. This building, in testimony of the liberality of Rev. L. Foster, of Blue Island, Illinois, is named Foster Hall. The advantages of the school are extended to both sexes, and to all without distinction of sect, race, or color.

In addition to the preparatory and normal departments, now in operation, collegiate, ladies' higher, and professional schools are to be organized as soon as there shall be a demand for them. A theological department was opened at the commencement of the session of 1872-73. The college also sets forth its pressing need of funds to expand its work.

ALABAMA INSANE HOSPITAL.

The eleventh annual report of the officers of the Alabama Insane Hospital, Dr. Peter Bryce, superintendent, contains some facts interesting to educators.

The number of recoveries in proportion to the admissions is greater than last year, and the deaths have correspondingly diminished. These facts are, in the opinion of the superintendent, the more remarkable from the fact that an unusually large number of incurable and feeble patients were admitted. In the appendix to the report, among others, are the tables given below:

Social relations of patients received during past ten years.

	Men.	Women.	Total.
Married.....	210	114	324
Single.....	160	106	266
Widowed.....	30	50	80
Unknown.....	9	14	23

Education of patients received during past ten years.

	Men.	Women.	Total.
Received a liberal education.....	19	13	32
Received a good education.....	98	47	*145
Received a limited education.....	198	115	313
Received no education.....	83	98	181
Unknown.....	11	20	31

* From this it appears that out of the 702 patients under treatment for the ten years from 1861 to 1871, only 177 had received a good education.

SPRING HILL COLLEGE.

This college was incorporated in 1836 by the State of Alabama, with all the rights and privileges of a university, and empowered to confer academic honors. The college building was burned in 1869, but has been rebuilt on an improved plan. The course is divided into classical and commercial departments. These are preceded by a preparatory course.

HOWARD COLLEGE.

The organization of this college is said to be similar to that of Washington and Lee University. There are ten different departments, and each student may choose which of these he will attend, but he is required to attend at least fifteen recitations per week. The departments are: 1. School of Latin. 2. School of Greek. 3. School of modern languages. 4. School of English. 5. School of moral science and theology. 6. School of mathematics. 7. School of chemistry, geology, and mineralogy. 8. School of natural philosophy and applied mathematics. 9. School of civil engineering. 10. Business school.

The degrees conferred are those of Bachelor of Philosophy, Bachelor of Science Bachelor of Arts, Master of Arts, and Civil Engineer, for the attainment of which, certificates of proficiency in varying combinations of the different schools are prerequisites.

MARION FEMALE SEMINARY.

This seminary is claimed to be one of the oldest schools of a high grade, for the education of females, in the State.

The scholastic year embraces nine months.

TUSCALOOSA FEMALE COLLEGE.

Large additional buildings have been erected recently for study-halls, recitation-room, music and art departments. The school embraces primary, intermediate, academic, and collegiate departments. A normal department is also announced.

FLORENCE SYNODICAL FEMALE COLLEGE.

This institution embraces a primary and a collegiate department. The collegiate course extends over four years.

DEATH OF REV. WILLIAM H. MITCHELL.

Rev. William H. Mitchell, D. D., president of the Florence Synodical College, died October 3, 1872.

He was born at Monaghan, Ireland, September 7, 1812. He received a classical education, and afterward studied law with his father. In his twenty-sixth year he married, and shortly after came to Montgomery, Alabama, where he taught school for several years, and was licensed to preach by the presbytery of East Alabama in 1843. He was settled as pastor at Wetumpka for seven years. He removed to Florence in 1850, where he was settled as pastor till 1871. In 1856 he became president of the college.

He was possessed of great executive powers as presiding officer and as teacher. His influence for good over his pupils was most marked. In all the relations of life he bore himself in such a manner as to win the confidence and respect of the entire community, and his death is deplored as a public calamity.

FACTS FROM THE UNITED STATES CENSUS

Area and population.—In 1870, Alabama was the sixteenth State in population, having 996,992 inhabitants, in an area of 50,722 square miles, an average of 19.66 persons to the square mile. This population consisted of 521,384 whites, 475,510 negroes, and 98 Indians; 987,030 were natives of the United States, 9,962 were foreign-born; of the native residents of the State, 369,635 whites, 374,418 blacks, and 93 Indians, were born within its borders; of the foreign residents, 2,482 were born in Germany, 3,893 in Ireland, and 1,041 in England.

School attendance.—According to Table IX, vol. 1, of Census Report, 77,139 persons of all ages attended school in the State in 1870; of these only 48 were foreign-born. The white male scholars numbered 31,098, and the white female scholars 30,226; the colored male scholars 7,502, and the colored female scholars 8,313.

Illiterates.—The number of persons of all races, 10 years old and over, unable to write was 383,012, of whom only 870 were foreign-born.

Age, sex, and race of illiterates.—Of the white illiterates, 10 to 15 years old, 13,214 were males and 11,016 were females; of those from 15 to 21 years old, 9,642 were males and 9,757 were females; of those 21 years old and over, 17,429 were males and 31,001 were females. Of the colored illiterates, 10 to 15 years old, 24,391 were males and 22,615 were females; of those 15 to 21 years old, 25,616 were males and 28,915 were females; of those 21 years old and over, 91,017 were males and 98,344 were females; 55 illiterates were Indians.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions is 2,969; these had 2,372 male and 992 female teachers. The public institutions numbered 2,812, with 2,173 male and 635 female teachers, 33,390 male and 33,873 female scholars.

Amount and source of educational income.—The total income of all the educational institutions was \$976,351, of which \$39,500 were derived from endowments, \$471,161 from taxation and public funds, and \$465,690 from tuition and other sources.

Public schools.—The income appertaining to the public (normal, high, grammar, graded and ungraded common) schools for educating these 67,263 pupils, was \$629,626, of which sum \$8,000 were derived from endowments, \$447,156 from taxation and public funds, and \$174,470 from other sources, including tuition.

Colleges.—The 8 colleges reported, with 42 male and 21 female teachers, contained 1,026 pupils, and had a total income of \$108,200.

Academies.—The 46 academies had 132 teachers, 3,086 pupils, and an income from tuition, &c., of \$142,750.

Private schools.—The 83 (private) day and boarding schools had 97 teachers, 3,129 pupils, and an income of \$70,870, of which \$2,000 were derived from taxation or public funds.

Libraries.—The libraries of the State were: Public, 298, with 26,577 volumes; private, 1,132, with 490,305 volumes; making a total of 1,430 libraries, with 576,882 volumes.

The press.—Eighty-nine periodicals, with an aggregate circulation of 91,165 copies, and an aggregate annual issue of 9,198,980 copies, were reported.

Churches.—Of the 2,095 church organizations in the State, 1,958 had edifices, with 510,810 sittings; the church property was valued at \$2,414,515.

Pauperism.—The paupers reported numbered 687, of whom 354 were native whites, 327 native blacks, and 6 foreigners.

Criminals.—Of the 593 prisoners, 149 were native whites, 436 native blacks, and 8 foreigners.

Age and sex of population.—Of the total population of Alabama, 342,976 persons were from 5 to 18 years old, of which number 173,273 were males and 169,703 were females. The number 10 years old and over was 706,802, of whom 340,984 were males and 365,818 females.

Occupations.—Two hundred and seventy-five thousand six hundred and forty males and 89,618 females of these ages were engaged in various occupations; of these 365,258 employed persons 291,628 were engaged in agricultural pursuits, 42,125 in professional and personal services, 14,435 in trade and transportation, and 17,070 in manufactures, mechanical and mining industries.

Age and sex of working population.—Of the 365,258 reported as employed, 34,059 males and 14,068 females (a total of 48,127 persons) were between 10 and 15 years old; 220,699 males and 72,858 females (equal to 293,557 persons) were between 16 and 59 years of age; and 20,882 males and 2,692 females (or 23,574 persons) were 60 years old and over.

LIST OF SCHOOL OFFICIALS IN ALABAMA.

Hon. JOSEPH H. SPEED, *superintendent of public instruction, Montgomery.*

County.	Name.	Post-office address.
Autauga	G. L. Alexander	Prattville.
Baker	J. L. Williams	Hardey.
Baldwin	H. Hall, sr	Howard's Wharf.
Barbour	B. B. Fields	Eufaula.
Bibb	N. C. Lagron	Centreville.
Blount	F. A. Hanna	Blountsville.
Bullock	C. J. L. Cunningham	Union Springs.
Butler	J. N. Thigpen	Greenville.
Calhoun	J. C. McAnley	Oxford.
Chambers	T. W. Greer	La Fayette.
Cherokee	W. H. Lawrence	Centre.
Choctaw	V. R. Williams	Butler.
Clarke	M. Egell	Gainestown.
Clay	A. Williamson	Hillabee.
Cleburne	N. G. Mulloy	Chulafinnee.
Coffee	Alfred McGee	Elba.
Colbert	M. C. Bird	Tuscumbia.
Comech	W. J. Lodkins	Evergreen.
Cook	N. D. Moore	Rockford.
Covington	E. G. Mancill	Andalusia.
Crenshaw	J. J. Bremsan	Rutledge.
Dale	W. H. Stuckey	Clopton.
Dallas	E. I. Morgan	Selma.

HOWARD COLLEGE.

The organization of this college is said to be similar to that of Washington and Lee University. There are ten different departments, and each student may choose which of these he will attend, but he is required to attend at least fifteen recitations per week. The departments are: 1. School of Latin. 2. School of Greek. 3. School of modern languages. 4. School of English. 5. School of moral science and theology. 6. School of mathematics. 7. School of chemistry, geology, and mineralogy. 8. School of natural philosophy and applied mathematics. 9. School of civil engineering. 10. Business school.

The degrees conferred are those of Bachelor of Philosophy, Bachelor of Science Bachelor of Arts, Master of Arts, and Civil Engineer, for the attainment of which, certificates of proficiency in varying combinations of the different schools are prerequisites.

MARION FEMALE SEMINARY.

This seminary is claimed to be one of the oldest schools of a high grade, for the education of females, in the State.

The scholastic year embraces nine months.

TUSCALOOSA FEMALE COLLEGE.

Large additional buildings have been erected recently for study-halls, recitation-room, music and art departments. The school embraces primary, intermediate, academic, and collegiate departments. A normal department is also announced.

FLORENCE SYNODICAL FEMALE COLLEGE.

This institution embraces a primary and a collegiate department. The collegiate course extends over four years.

DEATH OF REV. WILLIAM H. MITCHELL.

Rev. William H. Mitchell, D. D., president of the Florence Synodical College, died October 3, 1872.

He was born at Monaghan, Ireland, September 7, 1812. He received a classical education, and afterward studied law with his father. In his twenty-sixth year he married, and shortly after came to Montgomery, Alabama, where he taught school for several years, and was licensed to preach by the presbytery of East Alabama in 1843. He was settled as pastor at Wetumpka for seven years. He removed to Florence in 1850, where he was settled as pastor till 1871. In 1856 he became president of the college.

He was possessed of great executive powers as presiding officer and as teacher. His influence for good over his pupils was most marked. In all the relations of life he bore himself in such a manner as to win the confidence and respect of the entire community, and his death is deplored as a public calamity.

FACTS FROM THE UNITED STATES CENSUS

Area and population.—In 1870, Alabama was the sixteenth State in population, having 996,992 inhabitants, in an area of 50,722 square miles, an average of 19.66 persons to the square mile. This population consisted of 521,384 whites, 475,510 negroes, and 98 Indians; 937,030 were natives of the United States, 9,962 were foreign-born; of the native residents of the State, 369,635 whites, 374,418 blacks, and 93 Indians, were born within its borders; of the foreign residents, 2,482 were born in Germany, 3,893 in Ireland, and 1,041 in England.

School attendance.—According to Table IX, vol. 1, of Census Report, 77,139 persons of all ages attended school in the State in 1870; of these only 48 were foreign-born. The white male scholars numbered 31,098, and the white female scholars 30,226; the colored male scholars 7,502, and the colored female scholars 8,313.

Illiterates.—The number of persons of all races, 10 years old and over, unable to write was 383,012, of whom only 870 were foreign-born.

Age, sex, and race of illiterates.—Of the white illiterates, 10 to 15 years old, 13,214 were males and 11,016 were females; of those from 15 to 21 years old, 9,642 were males and 9,757 were females; of those 21 years old and over, 17,429 were males and 31,001 were females. Of the colored illiterates, 10 to 15 years old, 24,391 were males and 22,615 were females; of those 15 to 21 years old, 25,616 were males and 28,915 were females; of those 21 years old and over, 91,017 were males and 98,344 were females; 55 illiterates were Indians.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions is 2,969; these had 2,372 male and 392 female teachers. The public institutions numbered 2,812, with 2,173 male and 836 female teachers, 33,390 male and 33,873 female scholars.

Amount and source of educational income.—The total income of all the educational institutions was \$975,351, of which \$39,500 were derived from endowments, \$471,161 from taxation and public funds, and \$465,690 from tuition and other sources.

Public schools.—The income appertaining to the public (normal, high, grammar, graded and ungraded common) schools for educating these 67,963 pupils, was \$689,626, of which sum \$3,000 were derived from endowments, \$147,153 from taxation and public funds, and \$174,470 from other sources, including tuition.

Colleges.—The 8 colleges reported, with 42 male and 21 female teachers, contained 1,026 pupils, and had a total income of \$108,400.

Academies.—The 46 academies had 132 teachers, 3,086 pupils, and an income from tuition, &c., of \$142,750.

Private schools.—The 83 (private) day and boarding schools had 97 teachers, 3,120 pupils, and an income of \$70,870, of which \$2,000 were derived from taxation or public funds.

Libraries.—The libraries of the State were: Public, 298, with 86,577 volumes; private, 1,132, with 490,305 volumes; making a total of 1,430 libraries, with 576,882 volumes.

The press.—Eighty-nine periodicals, with an aggregate circulation of 91,165 copies, and an aggregate annual issue of 9,198,980 copies, were reported.

Churches.—Of the 2,095 church organizations in the State, 1,058 had edifices, with 510,810 sittings; the church property was valued at \$2,414,515.

Pauperism.—The paupers reported numbered 687, of whom 354 were native whites, 327 native blacks, and 6 foreigners.

Criminals.—Of the 593 prisoners, 149 were native whites, 430 native blacks, and 14 foreigners.

Age and sex of population.—Of the total population of Alabama, 342,976 persons were from 5 to 18 years old, of which number 173,273 were males and 169,703 were females. The number 10 years old and over was 706,802, of whom 340,984 were males and 365,818 females.

Occupations.—Two hundred and seventy-five thousand six hundred and forty males and 89,618 females of these ages were engaged in various occupations; of these 365,258 employed persons 291,628 were engaged in agricultural pursuits, 42,125 in professional and personal services, 14,435 in trade and transportation, and 17,070 in manufactures, mechanical and mining industries.

Age and sex of working population.—Of the 365,258 reported as employed, 34,060 males and 14,068 females (a total of 48,127 persons) were between 10 and 15 years old; 230,699 males and 72,858 females (equal to 293,557 persons) were between 16 and 59 years of age; and 20,882 males and 2,692 females (or 23,574 persons) were 60 years old and over.

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Hon. JOSEPH H. SPEED, superintendent of public instruction, Montgomery.

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Baldwin	H. Hall, sr	Howard's Wharf.
Barbour	B. B. Fields	Eufaula.
Bibb	N. C. Lagron	Centerville.
Bloom	P. A. Hanna	Blountville.
Bullock	C. J. L. Cunningham	Union Springs.
Butler	J. M. Thigpen	Greenville.
Calhoun	J. C. McAuley	Oxford.
Chambers	T. W. Greer	La Fayette.
Cherokee	W. H. Lawrence	Centre.
Choctaw	V. R. Williams	Butler.
Clarke	M. Egell	Gulfportown.
Clay	A. Williamson	Hillabee.
Chester	X. G. Mulloy	Chulafluma.
Coffee	Alfred McGee	Elba.
Calbert	M. C. Bird	Tuscumbia.
Cannon	W. J. Ledkins	Evergreen.
Conasa	N. D. Moore	Rockford.
Covington	E. G. Mancill	Andalusia.
Crenshaw	J. J. Drayson	Rutledge.
Dale	W. H. Stacker	Chapman.
DeKalb	R. I. Morgan	Wetumpka.

List of school officials in Alabama—Continued.

County.	Name.	Post-office address.
De Kalb.....	P. B. Frazier.....	Portersville.
Elmore.....	W. P. Hannore.....	Wetumpka.
Escambia.....	I. T. B. Ford.....	Pollard.
Etowah.....	R. J. C. Hail.....	Gadsden.
Fayette.....	B. F. Peters.....	Fayette.
Franklin.....	I. J. Rogers.....	Pleasant Site.
Geneva.....	I. H. Reese.....	Geneva.
Greene.....	W. C. McCracken.....	Eataw.
Hale.....	U. H. Yerby.....	Greensborough.
Henry.....	I. W. Foster.....	Abbeville.
Jackson.....	J. J. Brown.....	Scottsborough.
Jefferson.....	J. R. Rockett.....	Elyton.
Lauderdale.....	J. W. Weems.....	Florence.
Lawrence.....	Peter White.....	Moulton.
Leo.....	J. F. Yarborough.....	Opelika.
Limestone.....	T. S. Malone.....	Athens.
Lowndes.....	H. W. Coffey, M. D.....	Benton.
Macon.....	H. C. Armstrong.....	Notasulga.
Madison.....	A. W. McCullough.....	Huntsville.
Marion.....	G. F. Ellis.....	Linden.
Marshall.....	P. M. R. Spann.....	Pikeville.
Mobile.....	A. J. McDonald.....	Guntersville.
Monroe.....	E. R. Dickson.....	Mobile.
Montgomery.....	T. J. Emmons.....	Monroeville.
Perry.....	J. Fitzpatrick.....	Montgomery.
Pickens.....	J. H. Houston.....	Uniontown.
Morgan.....	J. Somerville.....	Bridgeville.
Pike.....	T. Morrow.....	Somerville.
Randolph.....	W. C. Meneffe.....	Troy.
Russell.....	J. M. K. Gwinn.....	Wedowee.
Sanford.....	J. U. Brannon.....	Scale's Station.
Shelby.....	J. M. J. Greyton.....	Vernon.
Saint Clair.....	D. G. Wyatt.....	Columbiana.
Sumter.....	F. Dillon.....	Cropwell.
Talladega.....	M. C. Kinnard.....	Livingston.
Tallahassee.....	W. L. Lewis.....	Talladega.
Tallapoosa.....	Samuel C. Oliver.....	Dadeville.
Tuscaloosa.....	R. S. Cox.....	Tuscaloosa.
Walker.....	J. C. Scott.....	Jasper.
Washington.....	A. J. Richardson.....	Saint Stephen's.
Wilcox.....	E. D. Morrell.....	Camden.
Winston.....	C. W. Hanna.....	Houston.
City.....	H. M. Bush.....	Montgomery.
City.....	W. C. Ward.....	Selma.

ARKANSAS.

In the absence of any official report, the following letter of the State superintendent of public instruction to the United States Commissioner of Education is given, as furnishing the only official information of the condition of education in this State now in the possession of this Bureau:

"OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF ARKANSAS,
"Little Rock, Arkansas, December 11, 1872.

"DEAR SIR: Your communication of the 22d ultimo, with respect to furnishing school statistics in our State, to be embodied in your forthcoming report, has been received, and I have delayed answering until now, hoping that reports might come in which would enable me to comply, at least to some extent, with your request; but in this I have been disappointed. I have long been waiting for the circuit superintendents to furnish me with the necessary data to enable me to make out my biennial report to the governor and general assembly, but as yet nothing of consequence has been received.

"In consequence of the action had at the last session of the legislature in making State scrip receivable for school taxes, and the restrictions laid upon local taxation in school districts, our school system has been very much crippled in its operations during the past two years.

"Owing to the depreciation of the scrip, the funds were not sufficient in a majority of the school districts to defray the expenses of a three months' school. The teachers were disheartened, and a large number of the best qualified have left the State. In some of the cities and towns where they have been able to realize a considerable amount from local tax we have had good schools, and the system is working well.

"The people, who had become quite favorable to the free-school system, are now totally discouraged, and demand a radical change in the system. Unless better counsels shall prevail in the coming legislature than in the past, our free-school system will exist only in name.

"The industrial university, which is intimately connected with our free-school system, is in successful operation, with about two hundred students, and is having an apparently healthy growth.

"I have thus given you a few points, which will indicate somewhat our condition educationally in this State, and show why the excellent progress made during the first two years has not been continued.

"I exceedingly regret what I have had no power to remedy.

"Very respectfully,

"THOS. SMITH,
"Superintendent.

"Hon. JOHN EATON, Jr.,
"Commissioner of Education, Washington, D. C."

PEABODY FUND.

Dr. Sears, the agent, says of Arkansas: "There has been a retrograde movement in this State, the nature of which is thus indicated in a letter of the superintendent: 'The last general assembly passed an act authorizing the issue of treasurer's certificates and making them receivable for school taxes, and the result was that little else than these certificates was paid into the school-fund, and they ranged at a discount of from fifty to twenty-five cents on the dollar, and in country places were difficult to convert into money at any price. The legislature also passed an act limiting the amount of local school taxes in the several school districts in country places to one-half of one per cent., and three-fourths of one per cent. in cities and towns. Under these provisions not more than one in ten of the school districts throughout the State could support a school for a term of three months during the year.' The cities seem to have suffered less from these derangements than the country towns.

"The aid furnished has been—to Little Rock, \$2,000; Helena, \$1,000; Camden, \$1,000; Fort Smith, \$1,500; to seven other places, sums varying from \$800 to \$300; and for the Journal of Education, \$200; a total of \$8,950.

"The superintendent of Helena writes: 'There is a much better feeling in the community in regard to public schools. More interest is taken in the subject by the citizens generally.' The superintendent of Little Rock says of the schools, 'All classes of citizens now patronize them freely.'"

CONDITION OF SCHOOLS IN LITTLE ROCK.

The whole number of sittings in all the school-buildings is 1,316, while there are 1,650 pupils enrolled, which has been the cause of much dissatisfaction during the year.

German and French have been introduced into the high-school course on an equality with the other branches. The examination showed the schools to be in a highly satisfactory condition.

SAINT JOHN'S COLLEGE.

This institution, founded by the masonic fraternity of Arkansas, was chartered as a military college, and such it will continue to be, for the military discipline produces the happiest effect upon the general conduct of the students. This institution was re-opened October 1, 1867, (it having been closed during the war,) and has since then been in successful operation.

ARKANSAS DEAF-MUTE INSTITUTE.

For nearly two years this school was conducted on the slender means that the city was able to appropriate. In 1868 it was incorporated as a State institution. Since this incorporation there has been appropriated the sum of \$26,000 for its annual expenses, and the sum of \$300 per annum for the expenses of each pupil. For building purposes no appropriation was made; but the board of directors erected a large frame house at less expense than one year's rent. This, after a time, proved inadequate, and the substantial brick edifice now occupied was erected. The capacity of this building is about exhausted, and the legislature has been petitioned to make an appropriation for building purposes.

The limit prescribed by law for admission is between the ages of nine and thirty. It is estimated that there are at least two hundred and fifty deaf-mutes in this State under thirty years of age. There is also a large number of colored deaf-mutes in the State, entitled to the same privileges of education as the white, for whom no provision has been made, and with the present accommodations of the institute, it is impossible to receive them. There are no hospital accommodations, and should an epidemic break out, there is no place to which the sick can be removed.

ARKANSAS INSTITUTE FOR THE EDUCATION OF THE BLIND.

In 1868 this institution was removed from Arkadelphia to Little Rock, and thoroughly re-organized. The trustees recommend an appropriation of \$30,000 for the support of the institution for the next two years. The workshop has profited greatly by the change of location, and during the last two years has been self-supporting.

ARKANSAS INDUSTRIAL UNIVERSITY.

This institution is established in accordance with an act of Congress making a grant of land as an endowment for its benefit, and in accordance with an act of the general assembly of the State carrying out the object of the grant. Besides the grant of land made by Congress, amounting to 150,000 acres, the State legislature has appropriated \$50,000 for the benefit of the institution. The donation of \$130,000 proposed by the county of Washington and town of Fayetteville, upon condition of the location of the institution in the latter place, has been secured by its location. Several hundred acres of land have been donated by private individuals. An experimental farm has been provided for agricultural and horticultural purposes.

According to the act of the general assembly, a normal department has been established in connection with the university. Those who desire to enter this department, and will enter into a written obligation to teach in the public schools of the State for two years after completing their course, will be admitted without payment of tuition.

A preparatory department has been established as auxiliary to the higher departments. There will be provision made for 219 beneficiaries, entitled to four years free tuition, and apportioned among the several counties according to their respective populations. Provision will be made for instruction in military science and tactics. An unexpected difficulty in procuring the agricultural-college scrip to which the university is entitled has caused delay in the establishment of a full agricultural course.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Arkansas was the twenty-sixth State in population, having 484,471 inhabitants in an area of 52,198 square miles, an average of 9.30 persons to the square mile. This population consists of 362,115 whites, 122,169 negroes, 89 Indians, and 98 Chinese; 479,445 were natives of the United States, 5,026 were foreign-born; of the native residents of the State, 170,398 whites, 62,463 blacks, and 21 Indians were born within its borders; of the foreign residents, 1,563 were born in Germany, 1,428 in Ireland, and 526 in England.

School attendance.—According to Table IX, vol. 1, of Census Report, 62,572 persons of all ages attended school in the State in 1870; of these only 26 were foreign-born. The

white male scholars numbered 30,138, and the white female scholars 26,650; the colored male scholars numbered 2,930, and the colored female scholars 2,854.

Illiterates.—The number of persons of all races, 10 years old and over, unable to write was 133,339, of whom only 296 were foreign-born, 4 Chinese, and 18 Indians.

Age, sex, and race of illiterates.—Of the white illiterates 10 to 15 years old, 7,985 were males and 6,814 were females; of those 15 to 21 years old 6,703 were males and 7,213 females; of those 21 years old and over, 13,610 were males and 21,770 were females. Of the colored illiterates 10 to 15 years old, 5,352 were males, 4,982 were females; of those 15 to 21 years old, 5,863 were males and 6,655 were females; of those 21 years old and over, 23,661 were males and 22,689 were females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,978; these had 1,653 male and 644 female teachers, and 41,939 male and 39,587 female pupils. The public institutions numbered 1,744, with 1,458 male and 508 female teachers, 37,103 male and 34,942 female scholars.

Amount and source of educational income.—The total income of all the educational institutions was \$681,962, of which \$7,300 were derived from endowments, \$555,331 from taxation and public funds, and \$119,331 from tuition and other sources.

Public schools.—The income appertaining to the public (normal, high, grammar, graded and ungraded common) schools for educating these 72,045 pupils was \$552,461; of which sum \$7,300 were derived from endowments, \$529,881 from taxation and public funds, and \$15,280 from tuition and other sources.

Colleges.—The 3 colleges reported, with 3 male and 2 female teachers, contained 235 pupils, and had a total income of \$7,700.

Academies.—The 30 academies had 61 teachers, 2,144 pupils, and an income from tuition, &c., of \$21,837, and from taxation and public funds of \$3,550, making a total income of \$25,387.

Private schools.—The 187 (private) day and boarding schools had 241 teachers, 6,818 pupils, and an income of \$67,214, which was derived from tuition and other sources.

Libraries.—The libraries of the State were: Public, 293, with 54,332 volumes; private, 898, with 81,232 volumes; making a total of 1,181 libraries, with 135,564 volumes.

The press.—The 56 periodicals issued in the State had an aggregate circulation of 29,830 copies, and an aggregate annual issue of 1,824,860 copies.

Churches.—Of the 1,371 church organizations in the State, 1,141 had edifices with 264,225 sittings, and the church property was valued at \$854,975.

Pauperism.—The paupers numbered 538, of whom 288 were native whites and 202 native colored, also 48 foreigners.

Criminals.—Of the 362 prisoners reported 137 were native whites, 184 native colored, 40 foreigners, and 1 Indian.

Age and sex of population.—Of the total population of Arkansas 165,492 persons were from 5 to 18 years old, of which number 84,645 were males and 80,847 were females. The number of persons 10 years old and over was 341,737, of whom 175,194 were males and 166,543 were females.

Occupations.—One hundred and twenty thousand one hundred and fifty-three males and 15,796 females of these ages were engaged in various occupations; of these 135,949 employed persons 109,310 were engaged in agricultural pursuits, 14,877 in professional and personal services, 5,491 in trade and transportation, and 6,271 in manufactures, mechanical and mining interests.

Age and sex of working population.—Of the 135,949 reported as employed 7,335 males and 1,979 females (a total of 9,314 persons) were between 10 and 15 years old; 107,540 males and 13,402 females (a total of 120,942 persons) were between 16 and 59 years old; and 5,278 males and 415 females (5,693 persons) were 60 years old and over.

LIST OF SCHOOL SUPERINTENDENTS.

Hon. THOMAS SMITH, *State superintendent of public instruction, Little Rock.*

CIRCUIT SUPERINTENDENTS.

Judicial district.	Name.	Post-office.
First	Hon. M. H. Wygant	Helena.
Second	Hon. M. A. Cohn	Augusta.
Third	Hon. W. H. Gillam	Batesville.
Fourth	Hon. A. S. Prather	Huntsville.
Fifth	Hon. E. E. Henderson	Fayetteville.
Sixth	Hon. W. A. Stuart	Russellville.
Seventh	Hon. F. M. Chrisman	Little Rock.
Eighth	Hon. A. P. Searle	Arkadelphia.
Ninth	Hon. M. D. Kent	Washington.
Tenth	Hon. Herbert Marr	Monticello.
City superintendent	J. E. Rightsell	Little Rock.

Annual salary of State superintendent \$3,500
 Annual salary of circuit superintendents, to be paid from the State treasury 3,000

CALIFORNIA.

[From report of Hon. O. P. Fitzgerald, State superintendent of public instruction, for the scholastic year ended June 30, 1871, and from other sources—prepared by Mrs. S. B. Cooper.]

FINANCIAL STATEMENT.

Total receipts from all sources for school year, 1871.....	\$1,884,586 84
Total expenditures for school year ended June 30, 1871.....	1,713,430 97
Total valuation of school property.....	3,362,580 18

ATTENDANCE.

Population, United States census of 1870.....	560,247
Scholastic population, (between 5 and 15).....	130,116
Number of pupils enrolled in school.....	91,332
Average attendance.....	72,031
Number of children in private schools.....	510
Number of children in Chinese schools.....	1,800
Number of children in Indian schools.....	221

TEACHERS.

Number of male teachers.....	820
Number of female teachers.....	1,232
Number of teachers who attended county institutes.....	918
Number of volumes in teachers' libraries.....	10,570
Number of visits made by county superintendents.....	1,645

SCHOOL DISTRICTS AND SCHOOLS.

Number of counties in the State.....	50
Number of school districts.....	1,326
Number of public schools.....	1,550
Number of schools maintained nine months and over.....	388
Average number of months of all schools in the State.....	615

GENERAL PROGRESS OF EDUCATION.

The educational development of the State keeps pace with its growth in wealth and population. The increase in the number of children attending school is more than 20 per cent. in two years. The increase in the value of school property is about 20 per cent. for the same period. The enormous amount added to the value of school property is the result of voluntary taxation voted directly by the people themselves. But while, in the centers of wealth and population, the children have the advantage of a full school-year's instruction, with the best facilities for learning, the present system is totally inadequate to meet the wants of the more remote and sparsely-settled districts. Many districts can maintain schools only from three to six months of the year. The remedy for this great evil and injustice lies in taxing all the property of the State to educate all the children of the State. "Let not the hardy pioneers who lead the march of American civilization, extend the area of freedom, subdue the wilderness, and incur the hardships and dangers of frontier life, pay the penalty of seeing their children grow up in ignorance as the reward of their enterprise, energy, and courage. The chief recommendation of the public-school system is, that it secures the advantages of education to those who can be reached in no other way. If it fails in this, it fails essentially to accomplish its highest end."

FEATURES OF THE AMENDED SCHOOL LAW.

The school law, as amended by the last legislature, provides that "in all counties containing 20,000 inhabitants or upward, the superintendent shall devote his whole time to the supervision of schools in his county;" that "certificates of the first grade shall be granted to those only who have passed a satisfactory examination in indus-

trial drawing, in addition to the studies before designated;" that "all examinations shall be conducted partly in writing and in part orally; the standing in each study to be indorsed upon the diploma or certificate, otherwise it is not valid;" also, that all the school-grounds shall be adorned, as far as practicable, with ornamental and fruit trees and shrubbery.

"THE CALIFORNIA TEACHER."

The California Teacher continues to be the official organ of the department of public instruction. Under the present efficient editorial management it is in a flourishing condition, and contains much valuable educational matter, both original and selected. It is sustained mainly by the State subscription of \$4,000.

TEACHERS' INSTITUTES.

Since the year 1861, a State teachers' institute has been held annually in the city of San Francisco. The special feature of the session of 1871 was a debate on the true theory of a public-school system. This debate, while it developed a great variety of opinions as to the best method of giving to all the children of the State the advantages of a full term of public-school instruction, showed that all were agreed that these advantages should be more equally distributed, and that the time for action had arrived.

Of county institutes, Superintendent Fitzgerald says: "In some counties the first real impulse to the cause of education dates from the first institutes held in them. They have done incalculable good, not only in enlarging the ideas and exciting the enthusiasm of teachers, but in awakening the interest of the public generally in the cause of popular education." The number of county institutes held during the last two years is largely in excess of the number ever held during any like period previously. We regret to learn that an act has been recently passed abolishing these important agencies for improvement in the work of teaching.

COMPULSORY EDUCATION.

At the last State teachers' institute the subject of compulsory education was considered, and resolutions were passed requesting the next legislature to provide for the maintenance of a free school for ten months, in each district in the State; and declaring the members of the institute in favor of a law "compelling the education of all children in those branches taught in the public schools."

SALARIES.

Superintendent Swett calls attention to the low salaries paid to principals and vice-principals of grammar schools, and recommends that the salaries of the former be raised to \$2,400, and of the latter to \$1,600. He also says: "The salaries of experienced and capable women, teaching the various grammar grades, should be increased. Good schools cannot be kept up without good teachers, and the best teachers cannot be retained unless they are paid a fair compensation for their labor."

EDUCATIONAL WORK AMONG THE CHINESE.

The main difficulty in the beginning of the educational work among the Chinese was to find teachers who were able to use both the English and Chinese languages with sufficient facility to give instruction. It was finally determined to connect with the regular religious service of the churches a school for the instruction of the Chinese in our language, as well as our religion. Nearly every Protestant denomination now has at least one Chinese mission-school in successful operation. There are twelve in good working order. The number of students enrolled is between 1,500 and 1,800. The average attendance is about 1,000. In addition to the regular exercises on Sunday afternoon, each church has one night in the week set apart for extra instruction in English.

CHINESE CHARACTER AND EDUCATIONAL ATTRIBUTES.

The Chinese attending these schools are generally docile, tractable, bright of apprehension, and eager and zealous in their efforts to learn. But they are set and determined as regards the manner in which they shall be instructed, and each one demands the exclusive attention of a teacher. If any attempt is made to form a class of several members, there is immediate discontent and audibly expressed disapprobation. This necessitates a very large number of teachers, and the mission-schools find it their greatest obstacle. Chinese pupils are given to wandering from one school to another, thus retarding their own progress. This inclination is being gradually overcome, and each year shows a more steady average attendance. There are many and conclusive evidences that they are willing to learn and follow our ideas in the religious, moral, and social order. But the work must necessarily be gradual. Its surest agency lies in the Chinese mission-schools.

be supplemented to an amount sufficient to continue the public schools in operation for at least five months. It would seem that the additional money is to be raised by voluntary contribution, and that an agreement must be entered into by the contributors to make the schools free, and to place them under the supervision and control of the public-school authorities. This may be the best that can be done; but, as light dawns upon the people, they will see that they are paying dear for their prejudice against a school-tax. The plan can be viewed only in the light of a transition to a better state of things.

GREENSBOROUGH.

"It was hoped that the schools of Greensborough would have become this year self-supporting; but the superintendent wrote, March 12, 1872: 'The prospects of receiving State aid are so gloomy that I feel constrained to request the continuance of the same assistance that you have so kindly given for the past two years. Our schools are fuller than ever before.' The donation, \$1,000, was renewed.

SELMA.

"The president of the board of education of Selma wrote, August 5, 1871: 'When I last saw you I thought we should be able by this time to keep our free school without further assistance from the Peabody fund; but we have been disappointed. There is a provision in our city charter which limits the amount of our school-fund from the city tax to 10 per cent. of the gross revenue of the city. We endeavored, at the last session of the legislature, to remove this restriction, but met with opposition, which defeated the measure.' The former donation of \$2,000 was continued.

MONTGOMERY.

"The superintendent of Montgomery wrote: 'Your generous gift assisted us so much last year that we had hoped to carry our schools through the year without any assistance from outside; but the State treasurer is unable to pay the State apportionment, about \$2,500, and we must close at once, unless we can obtain help.' We promised \$1,500, on condition that the schools be continued through the year.

"Altogether there has been expended from this fund in the State \$9,200."

ALABAMA TEACHERS' ASSOCIATION.

The second annual meeting of this association was held at Montgomery, July 9th, 10th, and 11th.

Addresses were delivered by Hon. Joseph Hodgson, president and State superintendent of public instruction; by Professor Kennedy on the "best incentive to study;" by Hon. E. R. Dickson on the "best method of diffusing education;" by Colonel Menifee, county superintendent of Pike County, in behalf of popular education. He was followed by Rev. Dr. Andrews, president Southern University, Greensborough; Mr. Goodwin and Dr. Stout, of Atlanta; Major Davis, of Louisville; Mr. Calvin, of Augusta. Rev. Mr. Cook, Professor Hale, Professor Hogg, and Rev. D. C. B. Connorly and others also made addresses upon practical subjects, and all earnestly in sympathy with the movement for sustaining a system of public schools.

Professor Lupton, president of the State university, expressed himself as in full accord with the public-school movement. Though he saw difficulties in the way, he thought they would be overcome. It was only necessary to show the people the good to be derived from the results of the system.

All the discussions during the meetings of the association demonstrated that Alabama has many able workers in the cause of public schools who are striving to lay the foundations of a progressive system of public education in the State.

INSTITUTIONS.

MEDICAL COLLEGE OF ALABAMA.

The circular of this institution for the session of 1872-'73 contains the following record of its progress and present condition:

At the session of the college for 1868-'69 there were 22 students, 4 of whom graduated at the close of the session. The next year, or the session of 1869-'70, there were 25 students, of whom 7 graduated. The next session 54 students attended the lectures, 15 of whom graduated. At the last session, that of 1871-'72, there were 91 students and 37 graduates. Thus the institution has had a steady and uniform growth.

The system of free lectures still continues.

REASONS FOR MAKING THE LECTURE COURSE FREE.

The building was erected by the State, and presented to the trustees as a free gift. The city of Mobile presented a museum and complete chemical apparatus, at a cost of \$80,000.

At the close of the war it became apparent that many of the students were unable to pay the customary charges for tuition. The faculty, therefore, decided to make the lectures free, and charge fees only sufficient to meet the ordinary running expenses of the institution. In the opinion of the faculty, the plan accomplishes all that was desired. They do not object to the endowment of the various chairs, but claim to have adopted the present system as the plainly indicated want of the times.

The faculty also urge their friends to foster the institution, and to contribute their moral support to its sustenance upon the plan adopted.

TALLADEGA COLLEGE.

This institution is the outgrowth of the work carried on by the American Missionary Association, and is still under its supervision, and partially maintained by it. It is intended by the founders to build up an institution complete in all its departments, commencing with preparatory and normal departments, and developing into a college. A building, sixty by one hundred feet, erected before the war, surrounded by forty acres of land, was, with the assistance of the Government, purchased in 1867. In honor of one who contributed largely, it is called Swayne Hall. In the summer of 1870 a second building was completed, at a cost of \$20,000. This building, in testimony of the liberality of Rev. L. Foster, of Blue Island, Illinois, is named Foster Hall. The advantages of the school are extended to both sexes, and to all without distinction of sect, race, or color.

In addition to the preparatory and normal departments, now in operation, collegiate, ladies' higher, and professional schools are to be organized as soon as there shall be a demand for them. A theological department was opened at the commencement of the session of 1872-'73. The college also sets forth its pressing need of funds to expand its work.

ALABAMA INSANE HOSPITAL.

The eleventh annual report of the officers of the Alabama Insane Hospital, Dr. Peter Bryce, superintendent, contains some facts interesting to educators.

The number of recoveries in proportion to the admissions is greater than last year, and the deaths have correspondingly diminished. These facts are, in the opinion of the superintendent, the more remarkable from the fact that an unusually large number of incurable and feeble patients were admitted. In the appendix to the report, among others, are the tables given below:

Social relations of patients received during past ten years.

	Men.	Women.	Total.
Married	210	114	324
Single	160	106	266
Widowed	30	59	89
Unknown	9	14	23

Education of patients received during past ten years.

	Men.	Women.	Total.
Received a liberal education	19	13	32
Received a good education	98	47	*145
Received a limited education	198	115	313
Received no education	83	98	181
Unknown	11	20	31

*From this it appears that out of the 703 patients under treatment for the ten years from 1861 to 1871, only 177 had received a good education.

SPRING HILL COLLEGE.

This college was incorporated in 1836 by the State of Alabama, with all the rights and privileges of a university, and empowered to confer academic honors. The college building was burned in 1869, but has been rebuilt on an improved plan. The course is divided into classical and commercial departments. These are preceded by a preparatory course.

HOWARD COLLEGE.

The organization of this college is said to be similar to that of Washington and Lee University. There are ten different departments, and each student may choose which of these he will attend, but he is required to attend at least fifteen recitations per week. The departments are: 1. School of Latin. 2. School of Greek. 3. School of modern languages. 4. School of English. 5. School of moral science and theology. 6. School of mathematics. 7. School of chemistry, geology, and mineralogy. 8. School of natural philosophy and applied mathematics. 9. School of civil engineering. 10. Business school.

The degrees conferred are those of Bachelor of Philosophy, Bachelor of Science Bachelor of Arts, Master of Arts, and Civil Engineer, for the attainment of which, certificates of proficiency in varying combinations of the different schools are prerequisites.

MARION FEMALE SEMINARY.

This seminary is claimed to be one of the oldest schools of a high grade, for the education of females, in the State.

The scholastic year embraces nine months.

TUSCALOOSA FEMALE COLLEGE.

Large additional buildings have been erected recently for study-halls, recitation-room, music and art departments. The school embraces primary, intermediate, academic, and collegiate departments. A normal department is also announced.

FLORENCE SYNODICAL FEMALE COLLEGE.

This institution embraces a primary and a collegiate department. The collegiate course extends over four years.

DEATH OF REV. WILLIAM H. MITCHELL.

Rev. William H. Mitchell, D. D., president of the Florence Synodical College, died October 3, 1872.

He was born at Monaghan, Ireland, September 7, 1812. He received a classical education, and afterward studied law with his father. In his twenty-sixth year he married, and shortly after came to Montgomery, Alabama, where he taught school for several years, and was licensed to preach by the presbytery of East Alabama in 1843. He was settled as pastor at Wetumpka for seven years. He removed to Florence in 1850, where he was settled as pastor till 1871. In 1856 he became president of the college.

He was possessed of great executive powers as presiding officer and as teacher. His influence for good over his pupils was most marked. In all the relations of life he bore himself in such a manner as to win the confidence and respect of the entire community, and his death is deplored as a public calamity.

FACTS FROM THE UNITED STATES CENSUS

Area and population.—In 1870, Alabama was the sixteenth State in population, having 996,992 inhabitants, in an area of 50,722 square miles, an average of 19.66 persons to the square mile. This population consisted of 521,384 whites, 475,510 negroes, and 98 Indians; 987,030 were natives of the United States, 9,962 were foreign-born; of the native residents of the State, 369,635 whites, 374,418 blacks, and 93 Indians, were born within its borders; of the foreign residents, 2,482 were born in Germany, 3,893 in Ireland, and 1,041 in England.

School attendance.—According to Table IX, vol. 1, of Census Report, 77,139 persons of all ages attended school in the State in 1870; of these only 48 were foreign-born. The white male scholars numbered 31,098, and the white female scholars 30,226; the colored male scholars 7,502, and the colored female scholars 8,313.

Illiterates.—The number of persons of all races, 10 years old and over, unable to write was 383,012, of whom only 870 were foreign-born.

Age, sex, and race of illiterates.—Of the white illiterates, 10 to 15 years old, 13,214 were males and 11,016 were females; of those from 15 to 21 years old, 9,642 were males and 9,757 were females; of those 21 years old and over, 17,429 were males and 31,001 were females. Of the colored illiterates, 10 to 15 years old, 24,391 were males and 22,615 were females; of those 15 to 21 years old, 25,616 were males and 28,915 were females; of those 21 years old and over, 91,017 were males and 93,344 were females; 55 illiterates were Indians.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions is 2,969; these had 2,372 male and 992 female teachers. The public institutions numbered 2,812, with 2,173 male and 835 female teachers, 33,390 male and 33,873 female scholars.

Amount and source of educational income.—The total income of all the educational institutions was \$976,351, of which \$39,500 were derived from endowments, \$471,161 from taxation and public funds, and \$465,690 from tuition and other sources.

Public schools.—The income appertaining to the public (normal, high, grammar, graded and ungraded common) schools for educating these 67,263 pupils, was \$629,626, of which sum \$8,000 were derived from endowments, \$447,156 from taxation and public funds, and \$174,470 from other sources, including tuition.

Colleges.—The 8 colleges reported, with 42 male and 21 female teachers, contained 1,026 pupils, and had a total income of \$108,800.

Academics.—The 46 academics had 132 teachers, 3,086 pupils, and an income from tuition, &c., of \$142,750.

Private schools.—The 83 (private) day and boarding schools had 97 teachers, 3,129 pupils, and an income of \$70,870, of which \$2,000 were derived from taxation or public funds.

Libraries.—The libraries of the State were: Public, 298, with 86,577 volumes; private, 1,132, with 490,305 volumes; making a total of 1,430 libraries, with 576,882 volumes.

The press.—Eighty-nine periodicals, with an aggregate circulation of 91,165 copies, and an aggregate annual issue of 9,198,980 copies, were reported.

Churches.—Of the 2,095 church organizations in the State, 1,958 had edifices, with 510,810 sittings; the church property was valued at \$2,414,515.

Pauperism.—The paupers reported numbered 687, of whom 354 were native whites, 327 native blacks, and 6 foreigners.

Criminals.—Of the 593 prisoners, 149 were native whites, 436 native blacks, and 8 foreigners.

Age and sex of population.—Of the total population of Alabama, 342,976 persons were from 5 to 18 years old, of which number 173,273 were males and 169,703 were females. The number 10 years old and over was 700,802, of whom 340,984 were males and 365,818 females.

Occupations.—Two hundred and seventy-five thousand six hundred and forty males and 89,618 females of these ages were engaged in various occupations; of these 365,258 employed persons 291,628 were engaged in agricultural pursuits, 42,125 in professional and personal services, 14,435 in trade and transportation, and 17,070 in manufactures, mechanical and mining industries.

Age and sex of working population.—Of the 365,258 reported as employed, 34,059 males and 14,068 females (a total of 48,127 persons) were between 10 and 15 years old; 220,699 males and 72,858 females (equal to 293,557 persons) were between 16 and 59 years of age; and 20,882 males and 2,692 females (or 23,574 persons) were 60 years old and over.

LIST OF SCHOOL OFFICIALS IN ALABAMA.

Hon. JOSEPH H. SPEED, *superintendent of public instruction, Montgomery.*

County.	Name.	Post-office address.
Autauga	G. L. Alexander	Prattville.
Baker	J. L. Williams	Hardey.
Baldwin	H. Hall, sr	Howard's Wharf.
Barbour	B. B. Fields	Eufaula.
Bibb	N. C. Lagron	Centreville.
Blount	F. A. Hanna	Blountsville.
Bullock	C. J. L. Cunningham	Union Springs.
Butler	J. N. Thigpen	Greenville.
Calhoun	J. C. McAuley	Oxford.
Chambers	T. W. Greer	La Fayette.
Cherokee	W. H. Lawrence	Centre.
Choctaw	V. R. Williams	Butler.
Clarke	M. Egel	Gainestown.
Clay	A. Williamson	Hillabee.
Cleburne	N. G. Mulloy	Chulafinnee.
Coffee	Alfred McGee	Elba.
Colbert	M. C. Bird	Tuscumbia.
Conecuh	W. J. Lodkins	Evergreen.
Cosa	N. D. Moore	Rockford.
Covington	E. G. Mancill	Andalusia.
Crenshaw	J. J. Bremson	Rutledge.
Dale	W. H. Stuckey	Clopton.
Dallas	E. I. Morgan	Selma.

List of school officials in Alabama—Continued.

County.	Name.	Post-office address.
De Kalb.....	P. B. Frazier.....	Portersville.
Elmore.....	W. P. Hannore.....	Wetumpka.
Escambia.....	I. T. B. Ford.....	Pollard.
Etowah.....	R. J. C. Hall.....	Gadsden.
Fayette.....	B. F. Peters.....	Fayette.
Franklin.....	I. J. Rogers.....	Plensaut Site.
Geneva.....	I. H. Reese.....	Geneva.
Greene.....	W. C. McCracken.....	Eutaw.
Hale.....	U. H. Yerby.....	Greensborough.
Henry.....	I. W. Foster.....	Abbeville.
Jackson.....	J. J. Brown.....	Scottsborough.
Jefferson.....	J. R. Rockett.....	Elyton.
Lauderdale.....	J. W. Weems.....	Florence.
Lawrence.....	Peter White.....	Moulton.
Lee.....	J. F. Yarborough.....	Opelika.
Limestone.....	T. S. Malono.....	Athens.
Lowndes.....	H. W. Coffey, M. D.....	Benton.
Macon.....	H. C. Armatroug.....	Notasulga.
Madison.....	A. W. McCullough.....	Huntsville.
Marengo.....	G. F. Ellis.....	Linden.
Marion.....	P. M. R. Spann.....	Pikeville.
Marshall.....	A. J. McDonald.....	Guntersville.
Mobile.....	E. R. Dickson.....	Mobile.
Monroe.....	T. J. Emmons.....	Monroeville.
Montgomery.....	J. Fitzpatrick.....	Montgomery.
Perry.....	J. H. Houston.....	Uniontown.
Pickens.....	J. Somerville.....	Bridgeville.
Morgan.....	T. Morrow.....	Somerville.
Pike.....	W. C. Menefee.....	Troy.
Randolph.....	J. M. K. Gwinn.....	Wedowee.
Russell.....	J. U. Brannon.....	Senle's Station.
Sanford.....	J. M. J. Greyton.....	Vernon.
Shelby.....	D. G. Wyatt.....	Columbiana.
Saint Clair.....	F. Dillon.....	Cropwell.
Sumter.....	M. C. Kinnard.....	Livingston.
Talladega.....	W. L. Lewis.....	Talladega.
Tallapoosa.....	Samuel C. Oliver.....	Dadeville.
Tuscaloosa.....	R. S. Cox.....	Tuscaloosa.
Walker.....	J. C. Scott.....	Jasper.
Washington.....	A. J. Richardson.....	Saint Stephen's.
Wilcox.....	E. D. Morrell.....	Camden.
Winston.....	C. W. Hanna.....	Houston.
City.....	H. M. Bush.....	Montgomery.
City.....	W. C. Ward.....	Selma.

ARKANSAS.

In the absence of any official report, the following letter of the State superintendent of public instruction to the United States Commissioner of Education is given, as furnishing the only official information of the condition of education in this State now in the possession of this Bureau:

"OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF ARKANSAS,
"Little Rock, Arkansas, December 11, 1872.

"DEAR SIR: Your communication of the 22d ultimo, with respect to furnishing school statistics in our State, to be embodied in your forthcoming report, has been received, and I have delayed answering until now, hoping that reports might come in which would enable me to comply, at least to some extent, with your request; but in this I have been disappointed. I have long been waiting for the circuit superintendents to furnish me with the necessary data to enable me to make out my biennial report to the governor and general assembly, but as yet nothing of consequence has been received.

"In consequence of the action had at the last session of the legislature in making State scrip receivable for school taxes, and the restrictions laid upon local taxation in school districts, our school system has been very much crippled in its operations during the past two years.

"Owing to the depreciation of the scrip, the funds were not sufficient in a majority of the school districts to defray the expenses of a three months' school. The teachers were disheartened, and a large number of the best qualified have left the State. In some of the cities and towns where they have been able to realize a considerable amount from local tax we have had good schools, and the system is working well.

"The people, who had become quite favorable to the free-school system, are now totally discouraged, and demand a radical change in the system. Unless better counsels shall prevail in the coming legislature than in the past, our free-school system will exist only in name.

"The industrial university, which is intimately connected with our free-school system, is in successful operation, with about two hundred students, and is having an apparently healthy growth.

"I have thus given you a few points, which will indicate somewhat our condition educationally in this State, and show why the excellent progress made during the first two years has not been continued.

"I exceedingly regret what I have had no power to remedy.

"Very respectfully,

"THOS. SMITH,
"Superintendent.

"HOR. JOHN EATON, JR.,
"Commissioner of Education, Washington, D. C."

PEABODY FUND.

Dr. Sears, the agent, says of Arkansas: "There has been a retrograde movement in this State, the nature of which is thus indicated in a letter of the superintendent: The last general assembly passed an act authorizing the issue of treasurer's certificates and making them receivable for school taxes, and the result was that little else than these certificates was paid into the school-fund, and they ranged at a discount of from fifty to twenty-five cents on the dollar, and in country places were difficult to convert into money at any price. The legislature also passed an act limiting the amount of local school taxes in the several school districts in country places to one-half of one per cent., and three-fourths of one per cent. in cities and towns. Under these provisions not more than one in ten of the school districts throughout the State could support a school for a term of three months during the year.' The cities seem to have suffered less from these derangements than the country towns.

"The aid furnished has been—to Little Rock, \$2,000; Helena, \$1,000; Camden, \$1,000; Fort Smith, \$1,500; to seven other places, sums varying from \$800 to \$300; and for the Journal of Education, \$200; a total of \$8,950.

"The superintendent of Helena writes: 'There is a much better feeling in the community in regard to public schools. More interest is taken in the subject by the citizens generally.' The superintendent of Little Rock says of the schools, 'All classes of citizens now patronize them freely.'"

CONDITION OF SCHOOLS IN LITTLE ROCK.

The whole number of sittings in all the school-buildings is 1,316, while there are 1,650 pupils enrolled, which has been the cause of much dissatisfaction during the year.

German and French have been introduced into the high-school course on an equality with the other branches. The examination showed the schools to be in a highly satisfactory condition.

SAINT JOHN'S COLLEGE.

This institution, founded by the masonic fraternity of Arkansas, was chartered as a military college, and such it will continue to be, for the military discipline produces the happiest effect upon the general conduct of the students. This institution was re-opened October 1, 1867, (it having been closed during the war,) and has since then been in successful operation.

ARKANSAS DEAF-MUTE INSTITUTE.

For nearly two years this school was conducted on the slender means that the city was able to appropriate. In 1868 it was incorporated as a State institution. Since this incorporation there has been appropriated the sum of \$26,000 for its annual expenses, and the sum of \$300 per annum for the expenses of each pupil. For building purposes no appropriation was made; but the board of directors erected a large frame house at less expense than one year's rent. This, after a time, proved inadequate, and the substantial brick edifice now occupied was erected. The capacity of this building is about exhausted, and the legislature has been petitioned to make an appropriation for building purposes.

The limit prescribed by law for admission is between the ages of nine and thirty. It is estimated that there are at least two hundred and fifty deaf-mutes in this State under thirty years of age. There is also a large number of colored deaf-mutes in the State, entitled to the same privileges of education as the white, for whom no provision has been made, and with the present accommodations of the institute, it is impossible to receive them. There are no hospital accommodations, and should an epidemic break out, there is no place to which the sick can be removed.

ARKANSAS INSTITUTE FOR THE EDUCATION OF THE BLIND.

In 1868 this institution was removed from Arkadelphia to Little Rock, and thoroughly re-organized. The trustees recommend an appropriation of \$30,000 for the support of the institution for the next two years. The workshop has profited greatly by the change of location, and during the last two years has been self-supporting.

ARKANSAS INDUSTRIAL UNIVERSITY.

This institution is established in accordance with an act of Congress making a grant of land as an endowment for its benefit, and in accordance with an act of the general assembly of the State carrying out the object of the grant. Besides the grant of land made by Congress, amounting to 150,000 acres, the State legislature has appropriated \$50,000 for the benefit of the institution. The donation of \$130,000 proposed by the county of Washington and town of Fayetteville, upon condition of the location of the institution in the latter place, has been secured by its location. Several hundred acres of land have been donated by private individuals. An experimental farm has been provided for agricultural and horticultural purposes.

According to the act of the general assembly, a normal department has been established in connection with the university. Those who desire to enter this department, and will enter into a written obligation to teach in the public schools of the State for two years after completing their course, will be admitted without payment of tuition.

A preparatory department has been established as auxiliary to the higher departments. There will be provision made for 219 beneficiaries, entitled to four years free tuition, and apportioned among the several counties according to their respective populations. Provision will be made for instruction in military science and tactics. An unexpected difficulty in procuring the agricultural-college scrip to which the university is entitled has caused delay in the establishment of a full agricultural course.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Arkansas was the twenty-sixth State in population, having 484,471 inhabitants in an area of 52,198 square miles, an average of 9.30 persons to the square mile. This population consists of 362,115 whites, 122,169 negroes, 89 Indians, and 98 Chinese; 479,445 were natives of the United States, 5,026 were foreign-born; of the native residents of the State, 170,398 whites, 62,463 blacks, and 21 Indians were born within its borders; of the foreign residents, 1,563 were born in Germany, 1,428 in Ireland, and 526 in England.

School attendance.—According to Table IX, vol. 1, of Census Report, 62,572 persons of all ages attended school in the State in 1870; of these only 26 were foreign-born. The

white male scholars numbered 30,138, and the white female scholars 26,650; the colored male scholars numbered 2,930, and the colored female scholars 2,854.

Illiterates.—The number of persons of all races, 10 years old and over, unable to write was 133,339, of whom only 296 were foreign-born, 4 Chinese, and 18 Indians.

Age, sex, and race of illiterates.—Of the white illiterates 10 to 15 years old, 7,985 were males and 6,814 were females; of those 15 to 21 years old 6,703 were males and 7,213 females; of those 21 years old and over, 13,610 were males and 21,770 were females. Of the colored illiterates 10 to 15 years old, 5,352 were males, 4,982 were females; of those 15 to 21 years old, 5,863 were males and 6,655 were females; of those 21 years old and over, 23,681 were males and 22,689 were females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,978; these had 1,653 male and 644 female teachers, and 41,939 male and 39,587 female pupils. The public institutions numbered 1,744, with 1,458 male and 508 female teachers, 37,103 male and 34,942 female scholars.

Amount and source of educational income.—The total income of all the educational institutions was \$681,962, of which \$7,300 were derived from endowments, \$555,331 from taxation and public funds, and \$119,331 from tuition and other sources.

Public schools.—The income appertaining to the public (normal, high, grammar, graded and ungraded common) schools for educating these 72,045 pupils was \$552,461; of which sum \$7,300 were derived from endowments, \$529,881 from taxation and public funds, and \$15,280 from tuition and other sources.

Colleges.—The 3 colleges reported, with 3 male and 2 female teachers, contained 235 pupils, and had a total income of \$7,700.

Academies.—The 30 academies had 61 teachers, 2,144 pupils, and an income from tuition, &c., of \$21,837, and from taxation and public funds of \$3,550, making a total income of \$25,387.

Private schools.—The 187 (private) day and boarding schools had 241 teachers, 6,818 pupils, and an income of \$67,214, which was derived from tuition and other sources.

Libraries.—The libraries of the State were: Public, 293, with 54,332 volumes; private, 888, with 81,232 volumes; making a total of 1,181 libraries, with 135,564 volumes.

The press.—The 56 periodicals issued in the State had an aggregate circulation of 29,830 copies, and an aggregate annual issue of 1,824,860 copies.

Churches.—Of the 1,371 church organizations in the State, 1,141 had edifices with 264,225 sittings, and the church property was valued at \$854,975.

Pauperism.—The paupers numbered 538, of whom 288 were native whites and 202 native colored, also 48 foreigners.

Criminals.—Of the 362 prisoners reported 137 were native whites, 184 native colored, 40 foreigners, and 1 Indian.

Age and sex of population.—Of the total population of Arkansas 165,492 persons were from 5 to 18 years old, of which number 84,645 were males and 80,847 were females. The number of persons 10 years old and over was 341,737, of whom 175,194 were males and 166,543 were females.

Occupations.—One hundred and twenty thousand one hundred and fifty-three males and 15,796 females of these ages were engaged in various occupations; of these 135,949 employed persons 109,310 were engaged in agricultural pursuits, 14,877 in professional and personal services, 5,491 in trade and transportation, and 6,271 in manufactures, mechanical and mining interests.

Age and sex of working population.—Of the 135,949 reported as employed 7,335 males and 1,979 females (a total of 9,314 persons) were between 10 and 15 years old; 107,540 males and 13,402 females (a total of 120,942 persons) were between 16 and 59 years old; and 5,278 males and 415 females (5,693 persons) were 60 years old and over.

LIST OF SCHOOL SUPERINTENDENTS.

HON. THOMAS SMITH, *State superintendent of public instruction, Little Rock.*

CIRCUIT SUPERINTENDENTS.

Judicial district.	Name.	Post-office.
First.....	Hon. M. H. Wygant.....	Helena.
Second.....	Hon. M. A. Cohn.....	Augusta.
Third.....	Hon. W. H. Gillam.....	Batesville.
Fourth.....	Hon. A. S. Prather.....	Huntsville.
Fifth.....	Hon. E. E. Henderson.....	Fayetteville.
Sixth.....	Hon. W. A. Stuart.....	Russellville.
Seventh.....	Hon. F. M. Chrisman.....	Little Rock.
Eighth.....	Hon. A. P. Searle.....	Arkadelphia.
Ninth.....	Hon. M. D. Kent.....	Washington.
Tenth.....	Hon. Herbert Marr.....	Monticello.
City superintendent.....	J. R. Righteall.....	Little Rock.

Annual salary of State superintendent..... \$3,500
 Annual salary of circuit superintendents, to be paid from the State treasury..... 3,000

CALIFORNIA.

[From report of Hon. O. P. Fitzgerald, State superintendent of public instruction, for the scholastic year ended June 30, 1871, and from other sources—prepared by Mrs. S. B. Cooper.]

FINANCIAL STATEMENT.

Total receipts from all sources for school year, 1871.....	\$1,884,586 84
Total expenditures for school year ended June 30, 1871.....	1,713,430 97
Total valuation of school property.....	3,362,580 18

ATTENDANCE.

Population, United States census of 1870.....	560,247
Scholastic population, (between 5 and 15).....	130,116
Number of pupils enrolled in school.....	91,332
Average attendance.....	72,031
Number of children in private schools.....	510
Number of children in Chinese schools.....	1,800
Number of children in Indian schools.....	221

TEACHERS.

Number of male teachers.....	820
Number of female teachers.....	1,232
Number of teachers who attended county institutes.....	918
Number of volumes in teachers' libraries.....	10,570
Number of visits made by county superintendents.....	1,645

SCHOOL DISTRICTS AND SCHOOLS.

Number of counties in the State.....	50
Number of school districts.....	1,326
Number of public schools.....	1,550
Number of schools maintained nine months and over.....	388
Average number of months of all schools in the State.....	615

GENERAL PROGRESS OF EDUCATION.

The educational development of the State keeps pace with its growth in wealth and population. The increase in the number of children attending school is more than 20 per cent. in two years. The increase in the value of school property is about 20 per cent. for the same period. The enormous amount added to the value of school property is the result of voluntary taxation voted directly by the people themselves. But while, in the centers of wealth and population, the children have the advantage of a full school-year's instruction, with the best facilities for learning, the present system is totally inadequate to meet the wants of the more remote and sparsely-settled districts. Many districts can maintain schools only from three to six months of the year. The remedy for this great evil and injustice lies in taxing all the property of the State to educate all the children of the State. "Let not the hardy pioneers who lead the march of American civilization, extend the area of freedom, subdue the wilderness, and incur the hardships and dangers of frontier life, pay the penalty of seeing their children grow up in ignorance as the reward of their enterprise, energy, and courage. The chief recommendation of the public-school system is, that it secures the advantages of education to those who can be reached in no other way. If it fails in this, it fails essentially to accomplish its highest end."

FEATURES OF THE AMENDED SCHOOL LAW.

The school law, as amended by the last legislature, provides that "in all counties containing 20,000 inhabitants or upward, the superintendent shall devote his whole time to the supervision of schools in his county;" that "certificates of the first grade shall be granted to those only who have passed a satisfactory examination in indus-

trial drawing, in addition to the studies before designated;" that "all examinations shall be conducted partly in writing and in part orally; the standing in each study to be indorsed upon the diploma or certificate, otherwise it is not valid;" also, that all the school-grounds shall be adorned, as far as practicable, with ornamental and fruit trees and shrubbery.

"THE CALIFORNIA TEACHER."

The California Teacher continues to be the official organ of the department of public instruction. Under the present efficient editorial management it is in a flourishing condition, and contains much valuable educational matter, both original and selected. It is sustained mainly by the State subscription of \$4,000.

TEACHERS' INSTITUTES.

Since the year 1861, a State teachers' institute has been held annually in the city of San Francisco. The special feature of the session of 1871 was a debate on the true theory of a public-school system. This debate, while it developed a great variety of opinions as to the best method of giving to all the children of the State the advantages of a full term of public-school instruction, showed that all were agreed that these advantages should be more equally distributed, and that the time for action had arrived.

Of county institutes, Superintendent Fitzgerald says: "In some counties the first real impulse to the cause of education dates from the first institutes held in them. They have done incalculable good, not only in enlarging the ideas and exciting the enthusiasm of teachers, but in awakening the interest of the public generally in the cause of popular education." The number of county institutes held during the last two years is largely in excess of the number ever held during any like period previously. We regret to learn that an act has been recently passed abolishing these important agencies for improvement in the work of teaching.

COMPULSORY EDUCATION.

At the last State teachers' institute the subject of compulsory education was considered, and resolutions were passed requesting the next legislature to provide for the maintenance of a free school for ten months, in each district in the State; and declaring the members of the institute in favor of a law "compelling the education of all children in those branches taught in the public schools."

SALARIES.

Superintendent Swett calls attention to the low salaries paid to principals and vice-principals of grammar schools, and recommends that the salaries of the former be raised to \$2,400, and of the latter to \$1,600. He also says: "The salaries of experienced and capable women, teaching the various grammar grades, should be increased. Good schools cannot be kept up without good teachers, and the best teachers cannot be retained unless they are paid a fair compensation for their labor."

EDUCATIONAL WORK AMONG THE CHINESE.

The main difficulty in the beginning of the educational work among the Chinese was to find teachers who were able to use both the English and Chinese languages with sufficient facility to give instruction. It was finally determined to connect with the regular religious service of the churches a school for the instruction of the Chinese in our language, as well as our religion. Nearly every Protestant denomination now has at least one Chinese mission-school in successful operation. There are twelve in good working order. The number of students enrolled is between 1,500 and 1,800. The average attendance is about 1,000. In addition to the regular exercises on Sunday afternoon, each church has one night in the week set apart for extra instruction in English.

CHINESE CHARACTER AND EDUCATIONAL ATTRIBUTES.

The Chinese attending these schools are generally docile, tractable, bright of apprehension, and eager and zealous in their efforts to learn. But they are set and determined as regards the manner in which they shall be instructed, and each one demands the exclusive attention of a teacher. If any attempt is made to form a class of several members, there is immediate discontent and audibly expressed disapprobation. This necessitates a very large number of teachers, and the mission-schools find it their greatest obstacle. Chinese pupils are given to wandering from one school to another, thus retarding their own progress. This inclination is being gradually overcome, and each year shows a more steady average attendance. There are many and conclusive evidences that they are willing to learn and follow our ideas in the religious, moral, and social order. But the work must necessarily be gradual. Its surest agency lies in the Chinese mission-schools.

MISSIONS AMONG THE CHINESE.

Presbyterian mission.—This is the pioneer mission, established in 1852, under the care of the Presbyterian Board of Foreign Missions. It is under the superintendence of Rev. A. W. Loomis. Rev. J. M. Condit is his associate. There are three other associate teachers, one Chinese assistant, and three native colporteurs. As most of the Chinese who avail themselves of educational privileges are occupied during the day, schools are held for their accommodation in the evening. A day-school was kept open for four months, but the attendance being small, it was discontinued. The average attendance at night is 73, though the enrollment is much larger. A school for Chinese girls and women is in successful operation under the care of Mrs. Cole.

The nineteenth anniversary of this mission was held during the past year. One of the local papers spoke of it as follows: "The singing of the school was remarkably good. The performances upon the organ evinced much genuine talent as well as careful study. Computations in mental arithmetic were performed with much accuracy and rapidity. In grammar the pupils displayed great proficiency, parsing with ease both simple and compound sentences. In geography they showed familiarity not only with different countries, but also with the peculiarities of governments, peoples, customs, and arts. The most remarkable feature of the occasion was the examination of Fong Noy, a very intelligent Chinese, not only in the branches above named, but also in natural philosophy, chemistry, astronomy, and algebra. The most abstruse questions were answered with an evident comprehension of the subject and an originality of expression that indicated something far higher than a mere technical knowledge of the subjects. This was the more remarkable from the fact that Fong Noy is employed all day, devoting his evenings only to study, and a portion of these is devoted to learning telegraphy."

A branch school of the Presbyterian mission is now in successful operation at San José; and much work has been done besides in Chinese Camp, Stockton, Sacramento, and Ione City.

Methodist Episcopal mission.—This school occupies three rooms in San Francisco. It is in charge of Rev. Otis Gibson, and is supported by the Missionary Society of the Methodist Episcopal church. A nominal charge of \$1 per month is made, but the payment is entirely optional with the scholars. About three-fourths of the average number in attendance pay promptly. The enrollment is about 100; the average attendance, 42. The progress of the scholars is remarkable, when it is remembered that all are employed during the day, and can only study at night. This school has steadily increased in interest since its first opening, in January, 1871, to the present time.

Baptist mission.—This mission has schools in San Francisco, Oakland, Brooklyn, and Sacramento, with 300 pupils and about 100 teachers. A house, valued at \$3,500, has recently been purchased for the school in San Francisco. There is an evening class of 40 scholars; and an afternoon class is to be formed for the instruction of Chinese females. The superintendent is Rev. John Francis, recently of Brooklyn, New York. The most encouraging feature of this work is, that all the converts at once become teachers, and their influence on others of their race is greater than that brought to bear directly by the mission.

INDIAN SCHOOLS.

Colonel B. C. Whiting, superintendent of Indian affairs in California, furnishes the following statistics of schools at the reservations:

At the Tule River agency the population is 374. The school, when in operation, had an attendance of 37. It is now discontinued for want of a suitable building, which is in process of erection. The teacher reports satisfactory progress.

At Hoopa, the population is 725. There is one school in operation, with 74 pupils. Fair progress is reported.

At Round Valley there are many tribes; the total population is 1,700. There is but one school, with 110 pupils. The teacher reports satisfactory progress.

The total number of male pupils in these three schools is 110; total number of female pupils, 111; total in all the schools, 221. The schools are under the auspices of the Methodist denomination, and all supplied with female teachers.

EDUCATION OF THE SOLDIERS OF THE UNITED STATES ARMY.

The report from headquarters Military Division of the Pacific, General Schofield, commander, is substantially the same as that embodied in the report of 1871. Affairs in the Indian country have rendered it almost impossible to carry out any definite system of instruction. The garrisons are so small that the services of all are in constant demand for stated duties, and for the suppression of difficulties which are of frequent occurrence, especially in the valley of the Colorado. There is at each post a small library and a supply of newspapers, and such as have leisure may avail themselves of

these; but the perpetual fatigue and exposure incident to the life of a soldier in such a country in no small degree unfit and incapacitate him for anything like a regular course of study.

UNIVERSITY OF CALIFORNIA.

At the close of the academic year the president of the university, Henry Durant, A. M., resigned that position, and Professor D. C. Gilman, of Yale College, was elected president, to date from September 1, 1872.

During the session of 1871-72 the legislature passed an act appropriating \$6,000 per month for the pay of professors and tutors, and \$300,000 for the building-fund. The original endowments of the university were valued at \$420,000—not including 150,000 acres of land, but a small part of which has been located. A contract has been let for \$126,000 for the completion of the university building commenced at Berkeley in 1870. From December, 1869, to January, 1872, the receipts were \$283,720.33, and the disbursements \$270,304.58, leaving a balance on hand, at that time, of \$13,415.75.

By an act of legislature five scholarships have been established, each of the value of \$300 a year, for four years, to be competed for by candidates for the fourth class. They will be again open to competition in 1874, at the beginning of the university year.

PREPARATORY CLASSES.

In order to extend the benefits of the fifth class, or preparatory department, and provide feeders in all the most populous localities, the regents have empowered the faculty to grant licenses to such instructors as may be found qualified, authorizing them, without charge upon the funds of the university, to organize fifth classes in any of the counties of the State, to be conducted under such general rules and regulations as the faculty may prescribe, for the purpose of preparing students to enter the university. Five branches of the fifth class have already been established in different parts of the State, and the number will soon be largely increased. The conditions of admittance to the college of letters have been so modified as to permit pupils to enter without any knowledge of Greek.

MILITARY DISCIPLINE.

Measures have been taken to carry out the provisions of the act creating the university in respect to military instruction and discipline. Professor Walker and Professor Soulé, graduates of the West Point Academy, have organized a battalion of the university cadets. All able-bodied male students are required to attend the military exercises. The State asks this alone in return for the privileges afforded by the university—that the students shall qualify themselves to serve the State and the nation in the hour of their peril.

LECTURES.

Arrangements have been made for the delivery of special courses of lectures by resident and non-resident professors. These lectures will not be restricted to any classes, but the students will be expected to attend so far as may be prescribed by the faculty.

During the winter season a course of lectures is given in connection with the Mechanics' Institute of San Francisco, in behalf of the mechanic arts college of the university.

LITERARY AND ART DONATIONS.

During the past year large and valuable donations have been made to the library, which now numbers over 3,000 volumes, including choice sets of foreign and scientific works. Mr. Pioche, a resident of San Francisco, left, by will, to the university an extensive collection of paintings, sketches, engravings, and many rare objects of art, a library, and a mineralogical, geological, and conchological cabinet. The bequest also provided \$5,000 to cover the first cost of arranging them. Hon. Edward Tompkins has also presented the university with a gift of land valued at \$50,000, to found a professorship of Oriental languages and literature. In view of the growing business relations between California and Asia, he considers it of the utmost consequence that young men preparing for lives of business activity shall be instructed in the languages and literature of Eastern Asia. The professorship is to be known as the "Agassiz professorship of Oriental languages and literature," as a recognition of the debt of humanity to the great and good man who bears that name. Mr. Tompkins also desires that this department may be utilized for the education of such young men as may come for that purpose from Asia. He says: "As a Californian, I feel deeply the humiliation of seeing them pass by us in almost daily procession to the other side of the continent, in search of that intellectual hospitality that we are not yet enlightened enough to extend to them."

AGRICULTURAL COLLEGE.

The corner-stone of the agricultural-college building at Berkeley was laid with appropriate ceremonies October 9, 1871. The building committee was authorized to build

a greenhouse at an expense not to exceed \$500, and employ a competent gardener at an expense not exceeding \$100 per month.

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INAUGURATION OF PRESIDENT GILMAN.

Daniel C. Gilman, A. M., was inaugurated president of the University of California November 7, 1872. The exercises were held in the Congregational Church of Oakland, opening with prayer by Rev. George Moor, D. D., followed by an address of welcome by Nathan Newmark, of the senior class; address on behalf of the academic senate of the university, by the retiring president, H. Durant, A. M.; address on part of the regents, with the delivery of the charter and keys of the university to the new president, by Hon. Edward Tompkins; President Gilman's inaugural address.

President Gilman was born in Norwich, Connecticut, 1831; graduated at Yale College 1852; studied a year at New Haven and Cambridge, then spent two or three years in Europe; was librarian of Yale College 1856-'65; professor in the Sheffield Scientific School 1863-'72. He was also several years superintendent of the city schools of New Haven, and afterward secretary of the Connecticut State Board of Education.

President Gilman took for the theme of his inaugural address "The building of the university."

After a brief review of the changes in regard to the purpose and scope of the university course, and of the rapid strides of scientific training as an integral part of university culture within the past quarter of a century, he asks the design and purpose of the State of California in establishing this State university:

WHAT IS TO BE BUILT?

"Two things are settled by the charter of this institution, and are embodied in the very name it bears:

"First. It is a 'university,' and not a high school, nor a college, nor an academy of sciences, nor an industrial school, which we are charged to build. Some of these features may, indeed, be included in or developed with the university; but the university means more than any or all of them. The university is the most comprehensive term which can be employed to indicate a foundation for the promotion and diffusion of knowledge—a group of agencies organized to advance the arts and sciences of every sort, and to train young men as scholars for all the intellectual callings of life. Universities differ widely in their internal structure. The older institutions are mostly complex, including a great variety of faculties, colleges, chairs, halls, scholarships, and collections, more or less closely bound together as one establishment, endowed with investments, privileges, and immunities, and regarded as indispensable both to the moral and material progress of the community, or, in other words, as essential both to church and state. In this country, the name is often misapplied to a simple college, probably with that faith which is 'the substance of things hoped for, and the evidence of things not seen.' We must beware lest we, too, have the name without the reality. Around the nucleus of the traditional college, which has been well maintained since the earliest days of this State, we must build the schools of advanced and liberal culture in all the great departments of learning, just as fast as may be possible, and we must at least begin to recognize the various sciences by chairs which may each be the nucleus of a school or department.

"Second. The charter and the name declare that this is the 'University of California.' It is not the University of Berlin nor of New Haven which we are to copy; it is not the University of Oakland nor of San Francisco which we are to create; but it is the University of this State. It must be adapted to this people, to their public and private schools, to their peculiar geographical position, to the requirements of their new society and their undeveloped resources. It is not the foundation of an ecclesiastical body nor of private individuals. It is 'of the people and for the people'—not in any low or unworthy sense, but in the highest and noblest relations to their intellectual and moral well-being.

"Bearing, then, in mind that this is to be a university, and that it is to be the University of California, our next inquiry is this, 'What have we to build upon?'

"Among those things which are required to make a university, an ancient writer places first, 'a good and pleasant site, where there is a wholesome and temperate constitution of the air; composed with waters, springs or wells, woods and pleasant fields; which being obtained, those commodities are enough to invite students to stay and abide there.' All this, and much more, is included in your site. You have a good

system of popular instruction, of which the university is to be the crown; you dwell in a community largely composed of educated men, and are under a State government which, like a generous parent, has made to the university a generous commencement gift.

"Besides, we must not fail to note that a vast amount of scientific and literary work, of a very high order, has been performed in California—good, not only in itself, but as the seed-corn of future harvests. The work of the United States Coast Survey on the Pacific, for example, in its careful study of the hydrography, its accurate delineations of the harbors, its investigation of the tides and currents, its solution of astronomical and geodetic problems, has gained renown for California science, not in our own country only, but in Europe, and has helped prepare the way for a complete triangulation of the national territory. Kindred services have been rendered by the engineers of the Army. There is the geological survey of the State, which surpasses in thoroughness and completeness any like undertaking in the country, and is the delight and pride of all men of science who take an interest in the accurate and careful investigation of the natural characteristics of the land, either for its own sake, or regarded as a basis for social and political growth. Growing out of this work, though beyond the limits of the State, and under the national authority, are the surveys of the fortieth parallel, by a party of civilians attached to the corps of Army engineers. Binding all the men of science together, as a brotherhood of scholars, is the Academy of Sciences, whose publications and collections are already of great value. A young society which has done so well will be an important supporter of the young university.

WHO ARE TO BE THE BUILDERS ?

"Can we now, like master-workmen, distribute the parts of the building among all the orders of the craft, so that the various toilers will recognize their tasks? Let us, at any rate, make the attempt.

"It is on the faculty more than on any other body that the building of a university depends. They give their lives to the work. It is not the site, nor the apparatus, nor the halls, nor the library, nor the board of regents, which draws the scholars—it is a body of living teachers, skilled in their specialties, eminent in their calling, loving to teach. Such a body of teachers will make a university anywhere. Agassiz, wherever he goes, is surrounded by a company of disciples; Whitney would have his class in language at Berlin or Benares. Such men will draw not pupils only, but the books and the collections they require, as naturally as of old Orpheus drew the rocks and beasts. The *genius loci*, the spirit of the place, will be the spirit of the faculty. If truth and culture are their aim, truth and culture will flourish in the college where they toil. If sordid motives or unworthy jealousies spring up among them, the trust they bear will be in peril. A university requires more than anything else a large and vigorous staff, so that the various sciences and languages may have their devotees, young men of different tastes and characters may find fit guides, and the idiosyncrasies of one school or chair may be modified and counterbalanced by the qualities of another. It is now difficult, both in Europe and this country, to secure enough teachers of eminence, for other callings are better paid and are held in equal honor; let, then, no opportunity be lost to enlist strong men of attainment or of promise.

"The regents or trustees of a college have the great responsibility of appointing the body of teachers and of providing the funds. They are the power behind the throne, unseen in the daily work of the college, but never for a moment unfelt. Upon their wise choice of instructors, their careful guardianship of moneys, their construction of buildings, their development of new departments and schools, their mode of presenting the university to the public, will depend the confidence and liberality of the community. On them the shafts of criticism may be often inconsiderately hurled, but in the long run they will add the gratitude of the State to their own consciousness of fidelity and self-sacrifice in behalf of learning and the country.

"The State authorities, executive and legislative, have also a great part to perform in the support of this university, not by overmuch legislation, nor by hasty action in respect to its development, but by steady, munificent, and confiding support. 'Quick to help and slow to interfere,' should be their watchword. * * *

METHODS OF INSTRUCTION.

"The recognition of Divinity, humanities, and science—God, man, and nature—gives great comprehensiveness to a modern university; indeed, there is nothing left which could be included. But practical difficulties are not avoided by such general statements. Regarding each individual scholar, regarding each programme of studies, the perplexity arises, not what branches *may* be, but what branches *must* be included in a certain course. The perplexity will never be avoided, but the practical question will always be put in some such forms as these: What is the relative importance of different branches, and what studies most *deserve* encouragement? Shall literature and

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"Besides, we must not fail to note that a vast amount of scientific and literary work, of a very high order, has been performed in California—good, not only in itself, but as the seed-corn of future harvests. The work of the United States Coast Survey on the Pacific, for example, in its careful study of the hydrography, its accurate delineations of the harbors, its investigation of the tides and currents, its solution of astronomical and geodetic problems, has gained renown for California science, not in our own country only, but in Europe, and has helped prepare the way for a complete triangulation of the national territory. Kindred services have been rendered by the engineers of the Army. There is the geological survey of the State, which surpasses in thoroughness and completeness any like undertaking in the country, and is the delight and pride of all men of science who take an interest in the accurate and careful investigation of the natural characteristics of the land, either for its own sake, or regarded as a basis for social and political growth. Growing out of this work, though beyond the limits of the State, and under the national authority, are the surveys of the fortieth parallel, by a party of civilians attached to the corps of Army engineers. Binding all the men of science together, as a brotherhood of scholars, is the Academy of Sciences, whose publications and collections are already of great value. A young society which has done so well will be an important supporter of the young university.

WHO ARE TO BE THE BUILDERS ?

"Can we now, like master-workmen, distribute the parts of the building among all the orders of the craft, so that the various toilers will recognize their tasks? Let us, at any rate, make the attempt.

"It is on the faculty more than on any other body that the building of a university depends. They give their lives to the work. It is not the site, nor the apparatus, nor the halls, nor the library, nor the board of regents, which draws the scholars—it is a body of living teachers, skilled in their specialties, eminent in their calling, loving to teach. Such a body of teachers will make a university anywhere. Agassiz, wherever he goes, is surrounded by a company of disciples; Whitney would have his class in language at Berlin or Benares. Such men will draw not pupils only, but the books and the collections they require, as naturally as of old Orpheus drew the rocks and beasts. The *genius loci*, the spirit of the place, will be the spirit of the faculty. If truth and culture are their aim, truth and culture will flourish in the college where they toil. If sordid motives or unworthy jealousies spring up among them, the trust they bear will be in peril. A university requires more than anything else a large and vigorous staff, so that the various sciences and languages may have their devotees, young men of different tastes and characters may find fit guides, and the idiosyncrasies of one school or chair may be modified and counterbalanced by the qualities of another. It is now difficult, both in Europe and this country, to secure enough teachers of eminence, for other callings are better paid and are held in equal honor; let, then, no opportunity be lost to enlist strong men of attainment or of promise.

"The regents or trustees of a college have the great responsibility of appointing the body of teachers and of providing the funds. They are the power behind the throne, unseen in the daily work of the college, but never for a moment unfelt. Upon their wise choice of instructors, their careful guardianship of moneys, their construction of buildings, their development of new departments and schools, their mode of presenting the university to the public, will depend the confidence and liberality of the community. On them the shafts of criticism may be often inconsiderately hurled, but in the long run they will add the gratitude of the State to their own consciousness of fidelity and self-sacrifice in behalf of learning and the country.

"The State authorities, executive and legislative, have also a great part to perform in the support of this university, not by overmuch legislation, nor by hasty action in respect to its development, but by steady, munificent, and confiding support. 'Quick to help and slow to interfere,' should be their watchword. * * *

METHODS OF INSTRUCTION.

"The recognition of Divinity, humanities, and science—God, man, and nature—gives great comprehensiveness to a modern university; indeed, there is nothing left which could be included. But practical difficulties are not avoided by such general statements. Regarding each individual scholar, regarding each programme of studies, the perplexity arises, not what branches *may* be, but what branches *must* be included in a certain course. The perplexity will never be avoided, but the practical question will always be put in some such forms as these: What is the relative importance of different branches, and what studies most deserve encouragement? Shall literature and

language; the traditional classical course of our colleges, be made first in rank? or shall the place it has held be given up to science in its theoretical and practical aspects? Are the modern languages to be chosen rather than the ancient? Shall history and political science, with the study of the Roman law and the theory of the states, be preferred? or shall mathematics be the dominant theme? Is the acquisition of knowledge, or the acquisition of discipline, as it is called, the end of instruction? Shall general studies which may be presumed to have an equal value in all the varied callings of life, or special studies which have decided reference to a professional or technical career, be commended to the youthful student? Shall lectures, or shall recitations, or shall literary and scientific research, be the method of education? Shall universal freedom of choice and of work be permitted, or shall collegiate restrictions and control be insisted on? These and a score of kindred questions are now under discussion in the various colleges of this country, and will long require our most serious attention.

"A part of the difficulty disappears when we distinguish the requirements of young scholars, like those who have just left the high school and the academy, from those of advanced students, whose tastes, talents, and wants are specialized. Give the former prescription, give the latter freedom; but let prescription vary with the varying peculiarities of individuals, and let the freedom allowed be the freedom which is governed and protected by law. College work for college boys implies daily guidance under prescribed rules; professional work implies voluntary, self-impelled enthusiasm in the acquisition of knowledge.

"Another difficulty arises from the vast expansion of science, so vast that it is impossible for any one, were he gifted as Leibnitz or long-lived as Humboldt, to master the details of modern researches.

THE PLACE OF THE NATURAL SCIENCES IN THE UNIVERSITY.

"I take it for granted that in the State of California there is no occasion to make a plea for the study of modern sciences. The need of civil, mining, and mechanical engineers, of expert geologists and mineralogists, of devoted naturalists and physicists, of chemists and metallurgists, of geologists, topographers, and map-makers, of agriculturists, mechanics, manufacturers, and merchants, well trained for their various callings, is now so obvious that I need not advocate the importance of science in education. Its place is acknowledged. The question is, how to secure the best sort of instruction, the fittest sequence and relation of studies, the most eminent teachers, the most complete laboratories, and the best apparatus; and, likewise, how to encourage that special proficiency which is indispensable to success in modern scientific professions with that literary culture which makes a scholar and befits a gentleman. Health, wealth, popular intelligence, and the spread of Christian civilization are so dependent upon the discoveries of science, and the applications of these discoveries to a thousand useful arts, that a young and still undeveloped State may well afford to be liberal in the encouragement of this class of studies.

"At an early day I hope to have an opportunity of discussing more fully the recent progress of scientific and technical instruction with reference to the wants of this State. We shall find it worth while to note the experience of the Lawrence and Sheffield Scientific Schools, of the Rensselaer Institute, and the Massachusetts Institute of Technology, of West Point and Annapolis, and of the various colleges of agriculture and the mechanic arts which the congressional grant has created. We may learn, in some respects, even more from the experience of France, Switzerland, and Germany. * * *

THE PLACE OF HISTORY AND SOCIAL SCIENCE.

"But while nature and its laws, in all their various aspects and applications, are thus engrossing, Man and all his experience and achievements are likewise of transcendent importance. Above all matter is man; above both matter and man is the 'Divinity that shapes our ends, rough hew them as we will.' So that the individual or the institution that regards only the natural forces of this globe, without observing likewise the intellectual and spiritual forces which are also at work, sees only half the world.

"Give us more and not less science; encourage the most thorough and prolonged search for the truth which is to be found in the rocks, the sea, the soil, the air, the sun, and the stars; in light and heat, and magnetic forces; in plants and animals, and in the human frame; but let us also learn the lessons which are embodied in language and literature, in laws and institutions, in doctrines and opinions, in historical progress and international relations. Let language, history, and literature, oratory, poetry, and art, still form a chief part of liberal culture, while mathematical, physical, and natural sciences are admitted to the rank from which they have long been excluded. * * *

"But California is not only the central of a group of young States; it is the State through which distant nations are becoming acquainted with American institutions.

Its influence in the organization and regeneration of lands beyond the sea is unquestionably but just begun.

"Therefore, I say that the study of history—not as dry annals, but as the record of living forces and human experience—the study of political economy, of social science, of civil liberty, and of public law, should be made attractive by the voices of original and profound teachers, who know how to gather up the wisdom of the old and apply it to the requirements of the new generations.

THE PLACE OF LANGUAGE.

"In the study of humanity and history, language is the master-key which unlocks all doors. Time is wasted in questioning whether ancient or modern languages are most important. In the university, both groups must be taught; the more any individual has, the richer will be his life. Certainly, the study of English, which every one of us employs as the instrument by which we think, and by which we communicate our thoughts to others, should be carefully promoted. In these days, when so much that is new and important first appears in German and French, no system of education can be called liberal, as it has well been said, which does not include those tongues. Greek and Latin are not only of value for the literature and history they embody, but for their important relations to more modern tongues. On this coast, there are special linguistic requirements. Spanish certainly should be taught in the university. It is a praiseworthy forethought on the part of one of the regents which has led him to provide among us for the study of Chinese and Japanese. His presence here can not restrain me from now rendering a public tribute of gratitude for this wise and timely munificence. Let us hope that his generous purposes will, ere long, be realized. To complete the instructions in Oriental tongues, at least two other chairs will be needed—one to be for Hebrew and the Semitic languages, which, perhaps, some other citizen will be glad to establish; and one for Sanskrit and the comparative philology of Indo-European tongues, the group to which the chief languages of Europe belong. The world of letters would also rejoice, if, ere the last of the Indian races disappears before the progress of civilization, encouragement could here be given to some scholar to gather up and perpetuate the knowledge of their speech. In all our linguistic study we need to get beyond and above mere grammatical drill, and to think of speech as one of the chief endowments of human nature, and of every language as a concrete result of the working-out of that capacity, an institution of gradual historic growth, a part of the culture of the race to which it belongs, and handed down by tradition from teacher to learner, like every other part of culture; and hence, that the study of language is a historical science, to be pursued by historical methods."

"In the teaching of both history and language, as well as of science, the university may well be guided by 'the comparative method,' which has yielded already such good results. It is thus characterized by an able historian: 'The comparative method in philology and mythology—let me add, in politics and history, and the whole range of human thought—marks a stage in the progress of the human mind at least as great and memorable as the revival of Greek and Latin learning. It has put the language and the history of the so-called "classical" world into their true position in the general history of the world. By making them no longer the objects of an exclusive idolatry, it has made them the objects of a worthier because a more reasonable worship. It has broken down the middle wall of partition between kindred races and kindred studies; it has swept away barriers which fenced off certain times and languages as "dead" and "ancient;" it has taught us that there is no such thing as "dead" and "living" languages, or "ancient" and "modern" history; it has taught us that the study of language is one study, that the study of history is one study. As man is the same in all ages, the history of man is one in all ages.'

THE PLACE OF RELIGION IN THE UNIVERSITY.

"The State, as a body-politic, protects the assemblies and the worship of all religious bodies; it favors none. How shall it be with the university and the public school, which perform the service of the State in the education of the young? Shall religious teaching be excluded from the university, or shall it have a covert and an apologetic place; shall it be an organized force, or a silent and all-pervading influence? Shall its spirit be narrow and sectarian, or shall it be catholic and free? The difficulty is not felt in California alone. It is involved in the toleration of the modern Christian state toward all forms of religious belief, and in its generous provisions for the promotion of education.

"In meeting the difficulty it may be well to bear in mind that religion includes four different elements—worship, doctrines, precepts, and spirit. A religious spirit no one objects to; it is the spirit which looks 'outward and not inward, upward and not downward, forward and not backward, and which lends a hand;' it is the spirit which 'loves justice, shows mercy, and walks humbly before the Lord;' it is the spirit of

truth, of faith; of hope, and of charity; it is the spirit of 'peace on earth, good will to men.' We may say, as we say of science, the more we have of the genuine the better for mankind. Whatever precepts will tend to cherish this inward spirit and the outward uprightness and unselfishness which proceed from it, all good men will indorse. When we begin to formulate doctrines into creeds and symbols, then come controversy and difference; the right wing against the left wing, the conservative against the liberal, so that an attempt to enforce the doctrines of this or that ecclesiastical body will be sure to come grief. The university is no place for sectarian controversy or denominational zeal. It is a school of learning. But as a school of learning it must teach the history of opinion and belief, it must teach the rise and growth and decay of institutions, it must show how Christian civilization has overcome pagan practices and belief, and has purified the home, the State, and the relations of nations, modifying laws, usages, manners, and language, establishing charities, reforming prisons, securing honesty, virtue, and justice. All this should be taught by scholars, and not by partisans. If the body of teachers and students, imbued by this spirit of truth and charity, will daily assemble of their own accord to acknowledge their dependence upon divine wisdom, to chant the Psalms of David, and to join in the prayer which the Master taught his disciples, who can doubt that such communion of worship will elevate the character of all who engage in it, and of the institution to which they belong? So far as this I would have our university go, forcing none to attend upon such religious worship, drawing all to it by their own consciousness of its value.

"But many would go further than this. Many parents, many religious teachers, many churches, desire and insist that youth at the critical period of college life shall be surrounded by positive, outspoken, and persuasive religious influences. They are afraid of a State university, and long for an ecclesiastical college. Hence come the many attempts to promote the higher education, when one united effort would hardly be adequate. But it seems to me that the end in view might be secured by better methods. Why may not any religious body or association, or private individual, desirous of protecting the young men from temptation, and encouraging them in the higher life, establish, in connection with the university, a home, or hall, or college, which should be controlled according to the founder's views, which should be a privileged residence, should be endowed perhaps with prizes and purses? I can imagine on the slopes at Berkeley a group of students' houses, bearing honorable names, and made attractive by the convenience of their arrangements, the good-fellowship within their walls, the privileges of the foundation. I should hope they would not be barracks, or dormitories; but homes, with rooms of common assembly and private study. I should hope the bath-room and the dining-hall would be included in the structure; and if any would go so far as to have a place for light amusement and recreation, I for one should not object. Within such college halls the love of learning would reign, bad morals and ill-manners would be excluded, and priceless associations would be cherished like those of Harvard and Yale, Cambridge and Oxford. Here, under right guidance, the best of moral and religious influences might be promoted. What church, what association, or what generous individual will be the first to establish such a hall?

"In these convictions, which are the result of anxious thought and familiar conference with many of the most liberal and the most conservative leaders of education and opinion, I am strengthened by the utterances of the president of Princeton College, (the Rev. Dr. McCosh,) who has studied, in Great Britain and Ireland, a kindred difficulty. He suggests in his inaugural the question, 'How is religion to be grafted on State colleges, open to all, whatever their religious profession?' and he answers it by the clear declaration, confirmed by examples: 'Let the State provide the secular instruction, and the churches provide the religious training in the homes in which the students reside.'

THE REAL VALUE OF THE UNIVERSITY.

"The State, before renewing its endowments, the national Government, before repeating its grant, the men of wealth, before founding new professorships, and the fathers, before sending us their boys, will often ask, 'What for?' Let us have our answer ready. Let us trace the influences which have proceeded from Athens, where Socrates and Plato taught—teachers whose words still nurture our statesmen and theologians; from Bologna and Paris, where students dwelt by thousands; from Oxford and Cambridge, where so many of the foremost leaders of Anglican literature, politics, and science were fitted for their career; from the seats of learning in Germany, now surpassing in number of teachers and students the universities of every other state; from the colleges of New England and the Atlantic sea-board; let us study such examples, and say with courage and hope that the University of California shall be a place where all the experience of past generations, so far as it is of record, and all that is known of the laws of nature, shall be at command for the benefit of this generation and those *who come after us*; that here shall be heard the voice of the wisest thinkers, and here

shall be seen the examples of the most diligent students in every department of science. Let us say that here high-minded youth, while they train their powers as in a gymnasium, may also fit themselves with armor for the battle of life, and may study examples of noble activity. Let us see to it that here are brought together the books of every nation, and those who can read them; the collections from all the kingdoms of nature, and those who can interpret them; the instruments of research and analysis, and those who can employ them; and let us be sure that the larger the capital we thus invest, the greater will be the dividend.

"What is the university for? It is to fit young men for high and noble careers, satisfactory to themselves and useful to mankind; it is to bring before the society of to-day the failures and the successes of societies in the past; it is to discover and make known how the forces of nature may be subservient to mankind; it is to hand down to the generations which come after us the torch of experience by which we have been enlightened.

"It is wisdom that the university promotes; wisdom for individuals and nations, for this life and the future; a power to distinguish the useless, the false, and the fragile, from the good, the true, and the lasting. There was a wise man of olden time who figured its value as well as any of the writers of to-day, when he said: 'Happy is the man that findeth wisdom, and the man that getteth understanding, for the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold;' and his estimate of post-graduate instruction deserves our assent: 'Give instruction to a wise man and he will get wiser; teach a just man and he will increase in learning.'"

STATE NORMAL SCHOOL.

A magnificent square of nearly 20 acres, in the heart of the city of San José, was donated to the State as a site for the normal school. The building, when completed, will compare favorably with the best school edifices of other States. The arrangements for heating and ventilation are nearly perfect. The number of graduates for the past year was 21; whole number of graduates since organization, 253.

The legislature has appropriated \$3,000 for the purchase of additional apparatus, and \$1,000 for the purchase of reference-books, maps, and diagrams. Tuition is free, but pupils furnish their own text-books. Books for reference are supplied by the school.

PRIVATE EDUCATIONAL INSTITUTIONS.

The total number of colleges and private schools in San Francisco is 71, of which 15 are under the control of the Catholic denomination. Total number of children between the ages of 6 and 15 who have attended private schools during the year, 4,824; number under 6 who have attended in infant schools, 950; number attending higher private schools and colleges, 1,100.

It must, however, be noted that many of the institutions classed under the head of colleges are but preparatory schools, but they do a good work in fitting pupils for the university, or other high institutions of learning.

CALIFORNIA MILITARY ACADEMY.

This was the first military institution on the Pacific coast. The course of study embraces the English branches, the classics, the modern languages, and a commercial course. The military system has been adopted as the best means of securing physical culture and mental discipline, and it is obligatory upon every student to attend the daily drill and perform the duties of a cadet.

MILLS SEMINARY.

The associate principal of this seminary is Mrs. S. L. Mills. This was the first young ladies' seminary in California. The past year has been one of unexampled prosperity. An art room is being added to the building, and a chapel, a short distance from the school, will soon be completed.

UNIVERSITY COLLEGE.

This college, in its plan and government and relation to the Presbyterian Church, closely resembles Princeton College, New Jersey. Candidates for the ministry receive instruction in the academic department without charge, and have free access to the medical lectures. Those who have the foreign missionary work in view, whether as preachers or physicians, are received into the medical department without tuition fees. The institution during the past year has been in a very flourishing condition.

PACIFIC METHODIST COLLEGE.

Since the last report this institution has been removed from Vacaville to its present location, Santa Rosa, Sonoma County. It is under the guardianship of the Pacific annual conference of the Methodist Episcopal Church South. The college is open to both sexes, and about an equal number of each attend. A thorough preparatory training is a feature of this institution; students leaving it are ready to enter the State university or eastern colleges.

UNIVERSITY OF THE PACIFIC.

The number of graduates from this university during the past year was 4. During the year the university has occupied its new and commodious building on the university grounds. The two schools known as the college and the female institute have been consolidated, and equal advantages are now offered to males and females. Rates of tuition have been considerably reduced. Ladies are accommodated with homes in the family of the president.

WASHINGTON COLLEGE.

This college was opened July, 1872. The building is large and capable of accommodating 100 pupils. The college is open to both sexes. The course of study is so arranged as to accord in its main features with that of the State university.

CALIFORNIA COLLEGE.

This college was incorporated in 1871. The value of the buildings and grounds is \$25,000. Students preparing for the ministry are received free of charge. The college is open to both sexes. A theological department is to be connected with this institution.

SAINT JOSEPH'S ACADEMY.

This institution, conducted by the Christian Brothers, is a prosperous and well-managed school for boys.

HESPERIAN COLLEGE.

This college was incorporated in 1869. The average attendance is 193. Cost of college building, \$20,000. This is a female college, under the control of the Christians or Disciples, but conducted on the broadest principles of religious toleration.

SACRAMENTO SEMINARY.

The average attendance at this seminary is 125. The seminary embraces three departments—juvenile, academic, and collegiate.

OAKLAND SEMINARY.

In addition to the regular course of study at this seminary, there will be one adapted to that of the State university. The plan for this course has been prepared by the president of the university. With the consent of the faculty and regents, the young ladies are privileged to attend the regular course of lectures in all the natural sciences.

NAPA LADIES' SEMINARY.

The entire history of this institution has been one of progress. A new and commodious edifice is in process of erection. Public examinations are held semi-annually.

SAINT MARY'S COLLEGE.

This college is under the care of the Christian Brothers. Besides the preparatory classes, there are three departments—classical, scientific, and commercial—fully organized and in excellent working order.

COLLEGE OF SAINT AUGUSTINE.

This college has just closed its fourth year under encouraging auspices.

SANTA CLARA COLLEGE.

This college is under the management of the Fathers of the Society of Jesus. It is reported in a very flourishing condition. The course of study in both the classical and commercial departments is complete. Instruction is given in chemical analysis and *assaying*; also in *telegraphy* and *phonography*.

SAINT VINCENT'S COLLEGE.

Incorporated, 1869. Average attendance, 50. In fair working order.

SAINT CATHARINE'S ACADEMY.

This institution, conducted by the Sisters of Saint Dominic is one of the most successful educational enterprises in the State.

SACRED HEART PRESENTATION CONVENT.

The building will accommodate 900 pupils. The free school connected with this convent was organized in 1869. These schools are exclusively for girls. No charge is made except for music. The schools rely entirely on voluntary offerings for their support.

SAINT IGNATIUS COLLEGE.

The scientific department of this college is furnished with a very extensive, and choice collection of apparatus, manufactured to order in Paris. It has also a museum of mineralogy and natural philosophy.

SAINT MARY OF THE PACIFIC.

This is a boarding-school for young ladies. It is designed that it shall ultimately be cared for by a board of trustees, having for its president the bishop of the diocese. It occupies a whole block of land in the central portion of the village, and the grounds are in a high state of cultivation.

SAN FRANCISCO THEOLOGICAL SEMINARY.

This seminary is under the management of a board of directors elected by the synod of the Pacific, and under the care of the general assembly of the Presbyterian Church. Rev. W. A. Scott, D. D., LL. D., is president of the board of directors, and professor of mental and moral science and theology. The prospects of the seminary are in every way encouraging.

PACIFIC THEOLOGICAL SEMINARY.

The seminary is under the care of the Congregational Church. Its property is valued at \$50,000. It has two endowed professorships, and a commodious building with eight acres of ground, for which it is still in debt \$25,000. Tuition is free. The American Education Society will render aid to needy pupils who take the full course. The amount bestowed will be \$80 or \$100 a year, in currency.

The Golden Gate Academy is a school for boys, located at the seminary. Young men desiring to prepare themselves for the ministry, but not able to take a full college course, can receive special preparation for the seminary in this school.

MEDICAL COLLEGES.

There are two medical colleges in San Francisco, the Toland Medical College and the Medical College of the Pacific. The latter was, until 1872, the medical department of the University of the Pacific. It is now the medical department of University College. Both institutions have a very able corps of professors. The attendance is not large, yet both are continued with good assurance of success.

CHARITABLE INSTITUTIONS.

The oldest institution of this kind in the State is the Protestant Orphan Asylum of San Francisco. During the year it has given a home to 256 children. Of this number 54 have been removed by their friends, 32 have been placed in families, 11 have been adopted, leaving the present number of inmates 159. Of this number 138 attend school. The common English branches are taught, and no child is allowed to leave the asylum until capable of reading, and writing a legible hand, unless removed by friends or adopted.

PACIFIC HEBREW ORPHAN ASYLUM AND HOME.

This institution was organized in 1871, for the protection of orphan children and for the care of aged Israelites without adequate means of support. During the past year 24 orphan children have been under its care. An active movement is on foot for the erection of a fine building for the use of the society.

LADIES' PROTECTIVE AND RELIEF SOCIETY.

At the close of last year 175 children remained in this home at San Francisco. During the year 128 have been received and 143 dismissed. There are now remaining 160.

The children receive a good common-school education, and are taught to work. At the recent nineteenth annual meeting of the society an examination of the children showed the thoroughness of the instruction given. The secretary, in a late report, suggests the ingrafting upon the public schools some features of the polytechnic system, so that apprenticeship shall be recognized as part of the system of public instruction; so far, at least, as to teach boys the rudiments of a trade and the use of tools, that they may be prepared to enter the workshop on small wages, by an arrangement mutually profitable to master and apprentice.

ROMAN CATHOLIC ORPHAN ASYLUM.

Location, San Francisco. Organized, 1851. Under the care of the Sisters of Charity. Value of property, \$45,000. Number of inmates, 320. A building, erected in 1859, accommodates 550 day scholars. A farm at Hunter's Point, for the accommodation of very young children, is a branch department of the asylum.

SAN FRANCISCO INDUSTRIAL SCHOOL.

An earnest effort is being made to secure State aid to pay off a debt of \$38,000 which hangs over this institution. The appropriation called for is \$100,000. The State superintendent, in his last biennial report, says: "Very properly, the State makes liberal provision for the wants of those who inherit physical disabilities—the deaf, dumb, and blind. Is not a still stronger claim presented by those doubly unfortunate children who inherit moral disabilities and conditions?" The secretary of the prison commission, in his last annual report, speaks very highly of the improvement in the school during the last two years. A new branch of industry has recently been introduced—that of trunk and valise making. About 15 boys are employed in this. Whole number of inmates, 243. With the present superintendent, Mr. Pelton, the jail idea is subordinate to the home and school idea, and the institution has more of an industrial than of a penal character.

INSTITUTION FOR THE DEAF, DUMB, AND BLIND.

This institution was organized in 1860, by an association of ladies, and opened with four pupils. It received State aid in 1865, and is now entirely under State auspices. The cost of building and grounds is about \$180,000. The institution will accommodate about 150 persons. The benefits of the institution are free to all resident deaf, dumb, or blind persons of sound mind between the ages of 6 and 25. The exercises of these pupils before the State Teachers' Institute on several occasions were fully equal to those of the best grammar and high schools.

CALIFORNIA PRISON COMMISSION.

From the annual report of the secretary, Rev. James Woodworth, we gather the following information concerning educational efforts in the State prison. Divine service is held in the chapel every Sabbath morning, about 300 attending, of their own free choice. After the service about 200 of the prisoners remain for school. They are instructed by the more intelligent of the convicts in reading, writing, and arithmetic. Some also study the higher branches, and a few attempt mathematics and languages, ancient and modern. The school exercises are occasionally followed by compositions and essays written by the pupils. The library contains over 3,000 volumes. About 1,600 are loaned every month, the more solid works being generally preferred. Of the 400 who have attended the school since its organization, a year and a half ago, 180 have learned to read and write. A significant fact in this connection is that, though many of those who have attended the school have been discharged, only two or three have been returned as prisoners. The secretary suggests that the board of managers be, in part, composed of women.

MECHANICS' INSTITUTE.

Organized March 29, 1855. The objects of this institute are the establishment of a library and reading-room, the collection of a cabinet, scientific apparatus, and works of art, and other literary and scientific purposes. The library contains 19,000 volumes, including many rare scientific works. Within the past fourteen years this institute has presented to the State seven exhibitions, all of which were attended with the most complete success. The property of the institute is estimated at \$150,000.

PUBLIC LIBRARIES.

The statistics of the public libraries of the State will be found in the appropriate table at the end of this volume. Several of the hotels of San Francisco are provided with large and interesting collections of books for the use of the guests. One of these libraries contains 7,000 volumes.

SAN FRANCISCO.

ESTIMATED EXPENDITURES AND BUILDING-FUND.

The estimated cost of school-buildings to accommodate the children now seeking admission to the schools is \$357,000, for which purpose there will remain a balance of \$180,721.82. Superintendent Widber remarks: "The board of education has, therefore, at its disposal only about one-half of the funds required for the erection of school-buildings. But if for a few years in continuance it can have a like amount for a building fund, a sufficient number of school-houses can be erected to at least save the department from paying rent for rooms and buildings, and provide all children attending the schools with capacious and well-ventilated class-rooms. The legislature has relieved the school fund of the amount annually transferred to the sinking and interest fund of school bonds, now amounting to about \$80,000, by providing that such transfers shall be made from the general fund of the city and county, instead of from the school fund. It has been owing almost entirely to this heavy draft upon the school fund that a deficit has occurred each year, and the legislature has performed a very essential act."

. CONSOLIDATION OF PRIMARY SCHOOLS.

Until recently the primary system included six grades, each occupying six months, while the grammar course consisted of four grades, each requiring a year. The highest primary grade, therefore, graduated pupils into the lowest grammar grade twice as often as the latter was ready to receive them. By reducing the number of primary grades, and extending the time of each through one year, the examinations and promotions are made coincident with those of the grammar grade.

COURSE OF STUDY.

Upon the recommendation of principals of the primary schools, French's First Lessons in Numbers, as a text-book in mental arithmetic, was added to the primary course. The principals also indorsed the recommendations of the deputy superintendent to teach decimals in connection with whole numbers in the lowest grade.

In the grammar grades some of the less essential studies have been dropped, and a material reduction made of the amount required in those retained. The new course cumbers pupils with fewer tasks, but secures far greater thoroughness and a higher quality of education.

CONDITION OF SCHOOLS.

Deputy Superintendent Swett, in his last annual report, says: "The educational condition of the schools will best be shown by the results of the thorough and critical examinations at the end of the school year. The expectation that the cutting down of the course of study to something like sensible limits would be productive of good results has been fully realized. The class of 254 graduates from the grammar schools is the largest and, without doubt, the best fitted class ever sent up to the high schools. In most of the lower grades at least four-fifths of the pupils were regularly promoted. But the new course of study, though an improvement, still has some serious defects. In fact, so long as teachers depend mainly on text-books, and so long as some of the inferior school books forced on the city by the State board are continued in use, it is utterly impossible to adopt a practical and rational course of instruction. It is to be hoped, now that the State uniformity law is repealed, that during the next two years some gradual changes may be effected, and that the course of study may be revised and improved."

The examinations in French and German were satisfactory; but Mr. Swett remarks: "It is evidently too heavy a burden for a pupil to learn two languages and carry the English course at the same time."

TEXT-BOOKS.

The law compelling cities to adopt the State series of text-books has been repealed. The deputy superintendent, while favoring the repeal, advocates local uniformity as indispensable.

EXAMINATIONS OF TEACHERS.

The quarterly competitive examinations of teachers have proved conclusively the utter incompetence of some candidates claiming, and supposed to be thoroughly qualified, and the imperative need of thorough examinations by competent and impartial persons.

In an address delivered before the National Education Association, held in Boston in August of the present year, Deputy Superintendent Swett said that he considered the

present system of examining teachers, in most cases, a mere farce. "Of the 300,000 school-teachers in this country only one-tenth are professional; a fact which will remain unchanged so long as communities fail to retain their teachers longer than a single year and refuse to give them proper remuneration."

NEED OF EDUCATIONAL REFORM.

Mr. Swett deprecated the election of school boards by political parties and the frequent changes caused thereby among school officers and teachers. "Gradually, but surely, the schools are coming to be considered as legitimate party spoils of the victors." * * "There has been a great deal of talk about reform in civil-service appointments, but the country stands in greater need of reform in the manner of making educational appointments." * * "There are only a few States that have any system of professional examinations by means of which a public-school teacher can secure a professional life-diploma, and thereafter be exempted from the humiliation of periodic examinations by petty school officials. And even if a life-certificate can be secured, as in a few States, such as Illinois, Ohio, Iowa, or California, it is of no legal value outside of the State in which it is granted. California is the only State that recognizes by law the State diplomas and certificates of other States, by placing them on an equal footing with her own. No State, except California, recognizes by law the normal-school diplomas of other States; in fact, many of the States fail to recognize by law the diplomas given to graduates of their own normal schools."

LIFE-DIPLOMAS.

"There ought to be, in every State, a State board of examination, made up exclusively of professional teachers, including the State superintendent of public instruction, having power to issue life-diplomas to experienced teachers of the highest rank, and certificates of lower grades to younger teachers; these diplomas and certificates to be issued only upon actual examination in writing, and the record of examination to be indorsed upon the certificates. There ought, then, to be a system of broad and liberal legislation, in all the States, by means of which a professional teacher, holding a diploma or certificate in one State, should be guaranteed a legal recognition in all the other States. In addition to a State system of examinations, an efficient system of city, county, or township examinations is indispensable. The examining boards should be made up of each city, county, or township superintendent, together with from three to five professional teachers, themselves holders of high certificates. They should have power to issue, on actual written examinations, certificates of different grades, valid for periods of time ranging from two to ten years. These boards should be paid for their work; otherwise it will not be well done; and they should be composed exclusively of practical teachers, for the same reason that only lawyers can legally examine legal students, only physicians examine medical students, and only clergymen decide the fitness of theological students to enter the ministry. Until there is a reform in this defective point of our school system, there can be no marked and permanent improvement in the public schools as a whole. That so little has been done in this direction, can only be accounted for from the fact that nine-tenths of the men and women engaged in 'keeping school' are intending to get out of the business as soon as they can, otherwise they would never submit to the humiliations imposed upon them."

Mr. Swett concludes his remarks by presenting a series of propositions relating to the examination and appointment of teachers, for the consideration of teachers, educators, and legislators.

He was made chairman of a committee appointed to consider the matter of teachers' examinations, and report at the next annual meeting of the association.

EVENING NORMAL SCHOOL FOR TEACHERS.

This school, which was discontinued for two years, has been recently revived. It meets one evening each school-week, continues two hours, is conducted by competent teachers, under the direction of the deputy superintendent as principal, is numerously attended, and promises well.

INCREASED PAY OF TEACHERS.

The pay of grammar assistants has been raised from \$310 to \$340 a year, gold coin; and the salaries of female head assistants in grammar schools have been raised from \$1,000 to \$1,200 a year; and their title changed to vice-principal.

EVENING-SCHOOLS.

The board has recently adopted these schools as a permanent feature of the public-school system. They are free to all persons over ten years of age, and are continued

the same number of months as the day-schools, with the same vacations. Pupils attending day-school are not admitted except for instruction in drawing. The classes in architectural and mechanical drawing have been very successful. The schools are graded.

COSMOPOLITAN SCHOOLS.

In these schools—in which the French and German languages are taught in addition to the regular English course—there are 5,396 pupils. In the primary department the pupils are required to study one language from one to one and one-half hours per day. In the grammar department both languages are pursued, and the time given is two hours per day. The demand for instruction in these languages, particularly German, was so great, that when special teachers were appointed in two schools, more than four-fifths of the pupils immediately began the study of one or both languages.

DRAWING.

When the study of drawing was introduced into the public schools, instruction was limited to the first and second grades. In the primary schools, though there was a little drawing on slates for amusement, there was no systematic training. A skillful teacher has now been assigned to teach drawing in the primary schools. All grades below the fifth are to use Bartholomew's cards. Drawing is now regularly taught by specially qualified teachers in all the grades.

CO-EDUCATION OF THE SEXES.

Of the thirteen grammar schools of San Francisco, three are for girls alone, three for boys alone, and seven mixed. The preference of parents can thus be gratified in the selection of a school. Public opinion obviously favors the natural order. Deputy Superintendent Swett, in his last annual report, makes copious extracts from prominent educators, all favoring the co-education of the sexes, on the ground that economy is thus secured, discipline and instruction are improved, and individual development is far more sound and healthy.

OAKLAND.

GROWTH OF PUBLIC SCHOOLS.

The first public school in this city was organized in July, 1853, with 16 pupils. The first grammar school was organized in November, 1867. In twenty years the department has increased from one building, with 16 pupils, to buildings containing 36 rooms and 1,500 pupils. Two additional buildings are to be erected. The board of education estimates the expenses for the fiscal-year of 1872-73 at \$50,000, exclusive of building fund. The course of study is the same as in the San Francisco schools. Vocal music and drawing are taught in all the classes. Annual cost per pupil for tuition, \$23.23.

SAN JOSÉ.

PUBLIC SCHOOLS.

In San José, the course of study requires eight years below the high school. The high-school course occupies two years. The course of study is so arranged as to compel semi-annual examinations and promotions. The city superintendent recommends the erection of a spacious building, to be devoted to a high and cosmopolitan school, in which there shall be a practical business and commercial department, where telegraphy and phonography shall be taught; also the principal modern languages, and where a sufficient knowledge of Latin and Greek can be acquired to enter the college of letters in the State university. He recommends the support of the public schools, on the ground of economy. "It costs, on an average, \$1,200 to convict and punish each criminal, while the schools can be maintained at a cost of not more than \$200 for each child. School-houses are cheaper than jails or penitentiaries." Value of school property, \$80,450; cost of tuition per pupil, \$21.80.

DEATH OF HON. EDWARD TOMPKINS.

Hon. Edward Tompkins, of Oakland, California, who gave \$50,000 for the endowment of the professorship of Oriental languages and literature in the University of California, died at his residence on the 19th of November, 1872. He was a lawyer by profession, and a scholar, and had been for some time a member of the State senate, and was always a devoted friend of learning.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 California was the twenty-fourth State in population, having 560,247 inhabitants within an area of 188,981 square miles; an average of 2.29 persons to the square mile. This population consisted of 449,424 whites, 4,272 colored, 7,241 Indians, and 49,310 Chinese. Of these numbers 350,416 were natives of the United States, and 209,831 were foreign-born. Of the native residents of the State, 162,093 whites, 1,074 colored, 6,251 Indians, and 486 Chinese were born within its borders, while of the foreign residents 29,701 were born in Germany, 54,421 in Ireland, and 17,699 in England.

School attendance.—According to Table IX, vol. 1, Census Report, 91,176 persons attended school, and of these 3,578 were foreign-born. The white male scholars numbered 46,539, and the white female scholars 44,091, (an aggregate of 90,630 white scholars.) The colored male scholars numbered 203, and the colored female scholars 170, (an aggregate colored attendance of 373;) 25 Indian males, and 32 females, (an aggregate of 57,) attended school; also 114 male and 2 female Chinese, (an aggregate of 116.)

Illiterates.—The number of inhabitants of all races, 10 years old and over, unable to write was 31,716, including 2,853 Chinese and 1,739 Indians. Of these 22,196 were foreign-born.

Age, sex, and race of illiterates.—Of 1,941 white illiterates from 10 to 15-years of age, 1,092 were males and 849 were females; there were 2,018 white illiterates between the ages of 15 and 21, of whom 1,179 were males and 839 females, while of 22,199 white illiterates 21 years old and over, 12,362 were males and 9,837 females, making an aggregate of 26,158 white illiterates for the State. Of 45 colored illiterates reported between the ages of 10 and 15, 24 were males and 21 females. Of 64 colored illiterates from 15 to 21 years old, 30 were males and 34 females; while of 807 colored illiterates of 21 years old and over, 468 were males and 339 females.

Educational institutions.—According to Table XII, vol. 1, Census Report, the total number of educational institutions was 1,548, having 1,054 male and 1,390 female teachers, with 45,217 male and 40,290 female pupils.

Amount and source of educational income.—The total income of all the educational institutions was \$2,946,308, of which \$59,057 were derived from endowments, \$1,669,464 from taxation and public funds, and \$1,217,787 from tuition and other sources.

Public schools.—The income appertaining to the public (normal, high, grammar, graded and ungraded common) schools for educating their 75,527 pupils, was \$1,627,733, of which sum \$357 were derived from endowments, \$1,519,348 from taxation and public funds, and \$108,028 from tuition and other sources.

Colleges.—The 17 colleges reported, with their 156 teachers and 3,046 pupils, had a total income of \$595,886.

Academies.—The 5 academies reported, with 21 teachers and 198 pupils, had a total income of \$24,000, derived from tuition and other sources.

Private schools.—The 154 (private) day and boarding schools, with 267 teachers and 4,601 pupils, possessed a total income of \$243,589 from tuition and other sources.

Libraries.—The libraries of the State were: Public, 744, containing 159,625 volumes; private, 873, containing 314,674 volumes, making a total of 1,617 libraries, with 474,299 volumes.

The press.—The 201 periodicals issued in the State had an aggregate circulation of 491,903 copies, and an aggregate annual issue of 47,472,755.

Churches.—Of the 643 church organizations, 532 had edifices, with 195,458 sittings, and the church property was valued at \$7,404,235.

Pauperism.—The paupers numbered 991, of whom 351 were native whites, 3 native colored, and 637 foreigners.

Criminals.—Of the 1,574 prisoners 662 were native whites, 6 native colored, and 906 were foreigners.

Age and sex of population.—Of the total population of California, 137,129 persons were from 5 to 18 years of age; of these, 71,036 were males and 66,043 were females. The number of persons 10 years old and over was 430,444, of whom 283,740 were males and 146,704 were females.

Occupations.—Two hundred and twenty-four thousand eight hundred and sixty-eight males and 13,780 females of these ages were engaged in various occupations; of these 238,648 occupied persons, 47,863 were engaged in agricultural pursuits, 76,112 in professional and personal services, 33,165 in trade and transportation, and 81,508 in manufactures and mechanical and mining industries.

Age and sex of working population.—Of the 238,648 employed persons 1,585 males and 629 females (a total of 2,214 persons) were between the ages of 10 and 15; 219,777 males and 12,972 females (a total of 232,749 persons) between the ages of 16 and 59, and 3,506 males and 179 females (a total of 3,685 persons) were 60 years old and over.

LIST OF SCHOOL SUPERINTENDENTS.

Hon. H. N. BOLANDER, *State superintendent of public instruction, Sacramento.*

COUNTY SUPERINTENDENTS.

Counties.	Name.	Post-office.
Alameda	W. F. B. Lynch	San Leandro.
Alpine	John Bagnall	Silver Mountain.
Amador	Rev. S. G. Briggs	Jackson.
Butte	H. T. Batchelder	Oroville.
Colusa	E. J. Edwards	Colusa.
Contra Costa	H. S. Ravon	Walnut Creek.
El Dorado	Whitman H. Hill	Placerville.
Fresno	T. O. Ellis	King's River.
Humboldt	James B. Brown	Eureka.
Inyo	John W. Symmes	Independence.
Kern	J. H. Cromwell	Linn's Valley.
Klamath	A. Hartz	Sawyer's Bar.
Lake	Mark Mathews	Lower Lake.
Lassen	Z. N. Spaulding	Susauville.
Los Angeles	W. M. McFadden	Anaheim.
Marin	Samuel Saunders	San Rafael.
Mariposa	David Egonhoff	Mariposa.
Mendocino	J. W. Covington	Ukiah City.
Merced	S. W. P. Boss	Snelling.
Mono	J. S. Kikendale	Coleville.
Monterey	S. M. Sheaver	San Juan.
Napa	G. W. Ford	Napa.
Nevada	—, Watson	Nevada City.
Placer	John T. Kinkade	Arnburn.
Plumas	J. A. Edman	Meadow Valley.
Sacramento	S. H. Jackman	Sacramento City.
San Bernardino	John Brown, jr	San Bernardino.
San Diego	R. S. McLafferty	San Diego.
San Francisco	J. H. Widber	San Francisco.
San Joaquin	W. R. Leadbetter	Stockton.
San Luis Obispo	P. A. Forrester	Cambria.
San Mateo	H. E. Jewett	Redwood City.
Santa Barbara	J. C. Hamer	Santa Barbara.
Santa Clara	G. F. Baker	San José.
Santa Cruz	H. E. Makinney	Santa Cruz.
Shasta	W. L. Carter	Shasta.
Sierra	A. M. Phalin	Port Wine.
Siskiyou	G. K. Godfrey	Yreka.
Solano	William H. Fry	Vaca Station.
Sonoma	George W. Jones	Santa Rosa.
Stanislaus	James Burney	Modesto.
Sutter	M. C. Clark	Yuba City.
Tahama	F. A. Vestal	Deer Creek.
Trinity	William C. Lovett	Weaverville.
Tulare	S. G. Creighton	Visalia.
Tuolumne	R. De Haven	Sonora.
Yolo	G. N. Freeman	Woodland.
Yuba	Thomas H. Steele	Marysville.

CONNECTICUT.

[From report of Hon. B. G. Northrop, secretary of State board of education.]

SCHOL FUND.

Capital of school fund.....	\$2,048,375 62
Revenue of school fund distributed February 23, 1871.....	123,468 00
Dividend per child from school fund.....	1 00

FINANCIAL STATEMENT.

Received from school fund.....	\$128,468 00
Received from town deposit fund.....	45,167 37
Received from town tax.....	641,837 76
Received from district tax.....	410,708 11
Received from local funds.....	9,627 23
Received from voluntary contributions.....	11,012 47
Received from other sources.....	256,796 68
Total receipts for public schools from all sources.....	1,503,617 62
Increase over last year.....	19,601 27
Amount for each child.....	11 70
Amount expended for teachers' wages.....	833,759 96
Increase over last year.....	48,079 92
Amount expended for fuel and incidentals.....	98,238 44
Amount expended for new school-houses.....	370,369 73
Amount expended for repairs.....	70,005 64
Amount expended for libraries and apparatus.....	7,458 97
Amount expended for other school purposes.....	117,148 21
Total expenditures for public schools.....	1,493,900 95
Decrease for the year.....	124,406 81

ATTENDANCE.

Scholastic population.....	123,468
Number of pupils registered in winter schools.....	94,408
Number of pupils registered in summer schools.....	83,095
Whole number of different scholars registered for the year.....	113,588
Increase over last year.....	2,943
Number registered over 16 years of age.....	3,541
Number in other than public schools.....	8,754
Number between 4 and 16 not attending school.....	11,947
Whole number in schools of all kinds.....	122,342
Average attendance in winter schools.....	67,018
Average attendance in summer schools.....	58,349
Percentage of scholastic population registered.....	88.50
Percentage of children in schools of all kinds.....	95.23
Percentage of scholastic population registered in winter.....	73.49
Percentage of scholastic population registered in summer.....	64.68

TEACHERS AND TEACHERS' PAY.

Number of teachers in winter: males, 699; females, 1,721.....	2,420
Decrease of males for the year, 3; increase of females for the year, 51; total increase.....	48
Number of teachers in summer: males, 186; females, 2,194.....	2,380
Increase for the year: males, 1; females, 53.....	54
Number of teachers continued in the same school.....	1,434
Number of teachers who never taught before.....	595
Average wages per month of male teachers.....	\$66 56
Average wages per month of females.....	32 69

SCHOOL DISTRICTS AND SCHOOLS.

Number of towns in the State.....	166
Number which have made returns.....	*164

* Two new towns, Beacon Falls and Newington, formed in 1871, have no separate school report till the following year.

Number of school districts in the State	1,535
Decrease for the year	20
Number public schools	1,630
Decrease for the year	14
Number departments in public schools	2,290
Number schools of two departments	109
Number schools of more than two departments	116
Whole number of graded schools	225
Increase for the year	8
Average length of winter schools in days	100.78
Average length of summer schools in days	71.63
Average length of schools for the year	8 mos. 12½ days
Increase for the year	4 days

SCHOOL-HOUSES.

Number new school-houses erected in the year	33
Number school-houses reported in good condition	893
Decrease for the year	12
Number school-houses reported in fair condition	502
Increase for the year	23
Number school-houses reported in bad condition	256
Decrease for the year	14

SIGNS OF PROGRESS.

During the last ten years the increase in the number of children enumerated was 19,426; in the amount raised by town tax, \$563,297.56; in the amount raised by district tax, \$306,765.11; in the amount from all sources, \$1,101,430.22. Ten years ago the amount raised per child was \$3.61; now it is \$11.70. The amount paid for teachers' services has advanced very rapidly within the past six years. During the past year the amount raised by town taxes has largely increased, while the amount raised by district taxes has proportionally diminished. The taxes which are now levied by districts are principally for the building or repairing of school-houses. The amount expended for these purposes for the year now reported was about \$440,000, a sum greater by over \$70,000 than in any other year, except the one next previous, when the amount expended was about \$558,000. In consequence of this diminished expenditure for school-buildings, the total expenditure is considerably less than it was the previous year, though greater by \$218,000 than in any other year.

LENGTH OF THE SCHOOL YEAR.

The increase of four days in the average length of the schools for the last year is a movement in the right direction. The school year now averages 8 months 12½ days, which is longer than that of any other New England State, and, with one exception, the longest in the country. But while many of the towns maintain their schools as long as is desirable, in others the terms are still too short. Some only meet the demands of the law. The majority of the children in the public schools are under 12 years of age. This is the best period for school drills, and the one least fitted for farms or factory labor. While as yet they can do least at work and most at school, their terms ought to be extended more than thirty weeks, the longest period required by law.

ATTENDANCE.

During the last three years the number of children enumerated in the State increased by 4,818, or 3.9 per cent. The gain in attendance over that in enumeration was 9,380.

"With an increase of over 3,000 in the enumeration of the past year, it is a matter of congratulation to find an increase of only 60 in the number 'in no school.' Relatively this is a marked decrease. With an increase of over 6,000 in the enumeration during the last two years, there has been a decrease of over 1,500 in the number 'in no school.' The majority of these non-attendants are either under 6 years or over 14 years of age. Our new laws in regard to truants, and to the employment and schooling of children, have helped increase attendance at school. The enhanced interest of parents, the quickened educational spirit of the whole people, and the improvement of the schools have all contributed to this result."

TRUANCY AND ABSENTEEISM.

Indifference, neglect, and truancy still remain. The report shows that there are 11,947 children between 4 and 16 not attending school. After making due allowance for invalid children, and for those between 4 and 6 whom many wise parents deem too

young for school, and for those between 14 and 16 who are at work in factories or at trades, there remain far too many who are growing up in ignorance. "The truant laws should be more generally enforced. Truancy should be regarded as incipient crime. Facts too numerous and familiar prove it to be a fruitful source of juvenile immorality. It is highly contagious. One bad case makes many more." "Absenteeism from school may usually be traced to parental indifference, intemperance, or some other evil home influences."

The report of the board of education comments upon the very great irregularity of attendance in many towns; the average attendance being only about 70 per cent. of the enrollment. The rate of attendance is shown to range in the different towns from 88.5 to less than 56 per cent. No sufficient cause for so wide a diversity among the towns can be discovered.

COMPULSORY EDUCATION.

The secretary frankly remarks that his former objections to obligatory attendance were fully removed by observations recently made in Europe; and with growing faith in moral suasion as our main reliance in preventing absenteeism or reclaiming truants, he still contends for the authority of the law, to fall back upon in extreme cases. "Where parental pride, interest, or authority fail, and juvenile perverseness is otherwise incorrigible, legal coercion should be employed."

The principal objections to compulsory law in Connecticut are that it interferes with the liberty of parents, arrogates new power by the government, is un-American and unadapted to our free institutions; and that it is monarchical in its origin and history. Common as this impression is, it is erroneous. Connecticut may justly claim to be one of the first States in the world which established the principle of compulsory education. The code of laws adopted in May, 1650, contained stringent provisions for compulsory attendance. These provisions remained, with some modifications, chiefly designed to give them greater efficacy, until the revision of 1801. Public opinion so heartily indorsed this principle, or rather so thoroughly believed in the necessity of universal education, that attendance lost its involuntary character. "Our past history illustrates the advantages and working of the principle. Its re-enactment here, with the modifications suited to present exigencies, will impress the legislation of the country. This is the most important school question of modern times. It is now up for discussion in many American States. In establishing this principle for herself, Connecticut will help settle it for the country."

The agent of the board of education, who has mingled familiarly with both the manufacturers and workmen in all parts of the State, nowhere encountered any opposition to the new compulsory law.

VACCINATION.

At the request of the superintendent the attention of the members of the New Haven Medical Association was called to this subject and their opinion asked. The report of the committee appointed to investigate the question contains a recommendation that vaccination be made by law the prerequisite for admission to the public schools.

SCHOOL-HOUSES.

The greater attendance consequent on the organization of free schools, and the growing interest of the people in education, have prompted the building or enlargement of many school-houses. During the last four years \$1,688,563.46 have been expended for building and repairing school-houses, while the amount for the fifteen previous years was \$1,074,352.82.

Among the superior houses erected last year may be named one at South Manchester, (built solely at the expense of the Cheney Brothers,) the high school at Danielsonville, and the Charter Oak school, in Hartford. Nowhere in the world can there be found a school-house for the children of operatives surpassing the Charter Oak. The new Morgan school-edifice at Clinton was dedicated in December last. The building and ground cost \$60,000. There is an endowment fund of \$50,000. The whole is the gift of Charles Morgan, of New York, who also provided a liberal supply of maps, charts, apparatus, and reference-books. No town of its size in Connecticut can show a school so well provided in this respect.

TEACHERS' INSTITUTES.

In consequence of the absence of the secretary in Europe, the number of institutes has been fewer than usual, and only \$1,600 were drawn from the State treasury for that purpose. The regular sessions were held during the months of March and April in four towns, with an aggregate attendance of 696, or an average of 174. This is a larger average than in any former year. The interest and attendance of the citizens were

equally remarkable. The largest halls and churches available were well filled. In Middletown, when more room was needed, the president of Wesleyan University welcomed the institute to the Wesleyan chapel, where the remaining sessions were held. The interest taken in the proceedings, both by the president and professors of this institution, was a pleasant recognition of the mutual inter-dependence of the college and the school. The presidents and some professors in each of our colleges have assisted at our educational meetings.

STATE TEACHERS' ASSOCIATION.

The twenty-sixth annual meeting of this association was held at Bridgeport on the 17th and 18th of October, 1872. The president, Henry E. Sawyer, in the chair.

Professor N. T. Brown, of Boston, gave a lecture on "Charles Dickens as a reader," after which Professor R. G. Hibbard, of Middletown, read several selections, to the great satisfaction of the audience.

A paper, entitled "Practical *versus* Theoretical grammar," was read by Mr. Mark Pitman, of New Haven. This subject was discussed at length by Messrs. Ralph Park, W. B. Dwight, and others.

The next topic was the question, "What proportion of teachers should be ladies, and how ought their salaries to compare with those of gentlemen?" Mrs. Olympia Brown, the first speaker, said, in answer to the question, that committees should get the best, without reference as to sex. To get a good article is always the best economy. Money will buy good things, even good teachers. Teachers to-day teach for money, and they need money in order to teach well.

If ladies teach as well as gentlemen they certainly should be paid as well. Her advice to committees in closing her remarks was, "Get the best teachers and pay the best prices, and make no distinction of sex."

To lady teachers she advised the best preparation for teaching, and then the demand for the best pay.

Hon. Porter B. Peck thought if ladies were paid less than gentlemen, it was probably because the results were less; if they wished equal pay, they must secure equal results. The audience expressed disapprobation of this sentiment. Mr. Randall Spaulding, of Rockville, Mr. F. F. Barrows, of Hartford, Mr. Ariel Parish, superintendent of schools, New Haven, and others, discussed this question at length; the general expression being that public sentiment needed educating on the subject of salaries for female teachers. Mrs. Brown joined in the discussion, and in response to the suggestion that results determine the matter, (which was as much as to say that the work of the ladies was not so good,) she asked, "Why do committees cheat the community, then, by employing them? If, when ladies have properly prepared themselves for teaching, they cannot obtain suitable wages, let them wash, become milliners, or raise small fruits, or do any honorable thing, rather than teach for small pay."

The next question discussed was "Is it unwise for teachers to make a practice of detaining pupils after school-hours for study, as a punishment?" Mr. Carlton objected to the practice because it was annoying and exasperating to parents; it is unhygienic to both teachers and children, tending to make the mind stupid for want of proper change of scene; often creates a party spirit, which is very injurious to the school. Although not prepared to offer a substitute, he believed that the true remedy lies in the teacher's creating an interest in study, and in having personal enthusiasm enough to render this kind of punishment unnecessary.

Mr. D. P. Corbin and Mr. A. Morse, of Hartford, expressed views in opposition to those of Mr. Carlton, the former claiming that the practice is philosophical, and that parents had often requested him to detain their children until their work was done. Mr. Morse also read a paper on the "Promotion of pupils from grade to grade," after which the discussion of the question of detention of pupils after school was resumed, and, among others who gave their views upon it, Hon. B. G. Northrop said he concurred most heartily in the views of Mr. Carlton, who opened the debate. Success in teaching depends upon pre-occupying the children by interesting them. In no case is long detention after school to be allowed. In such cases the spunk of the teacher has quite as much to do with it as the spunk of the child. But he liked that kind of detention which was simply for the purpose of aiding the pupils and the explanation of a difficulty; but even this should not be frequent nor long. The discussion was protracted to a great length, and on taking a vote on the question a large majority pronounced in favor of detention.

An address was then given by Mr. Ariel Parish on "The relations and mutual duties of parents and teachers." In this matter, he said, the community is in such a condition that parents will not take the lead in bringing about a wholesome intercourse between themselves and the teachers. If teachers will endeavor to bring about a mutual understanding there will be gratifying results; there will be fuller school-meetings, better funds, better apparatus, and teachers will be better sustained in their labors.

The last session was held in the North Congregational Church, in the evening, at

which there were several addresses by Hon. Mr. Northrop, Mr. W. B. Dwight, Mr. J. D. Ferguson, Rev. Mr. Brooks, and others.

Among the resolutions adopted was one that an effort should be made to secure an increase of the salaries of the lady teachers.

The officers elected were, president, Henry C. Davis, New Haven; secretary, Ralph H. Park, New Haven; treasurer, D. P. Corbin, Hartford.

About five hundred teachers were in attendance, and the exercises were regarded as highly profitable.

STATISTICS.

The statistics of our reports furnish an effective argument in favor of free schools. Aside from this, they exert an important local influence. More than one town has been reminded that it is not creditable to its liberality and public spirit to be last in the county and the lowest in the whole State in every point of comparison. The town which, for some years, held that bad pre-eminence has lately been thoroughly aroused and started on a better career.

REVISION OF SCHOOL LAWS.

The school laws were revised by the legislature of 1872. The educational committee embodied more than usual culture and school and legislative experience, which increased their efficiency and influence. This revision should favor great permanency in our school laws. The practice of rotation in the membership of the general assembly has been the leading cause of change in school legislation. New members are most forward to urge new laws. The board of education has favored permanency, and advised few changes, except those connected with free-school law.

THE AMERICAN SYSTEM OF PUBLIC INSTRUCTION.

The report of the board of education for the year 1868 contained a brief statement of educational principles, termed "The Connecticut common-school platform." This summary was proposed by Professor Daniel C. Gilman. It occasioned much discussion, and, though unanimously adopted by the State Teachers' Association, encountered earnest opposition from some then unfriendly to the State board of education. But these questions seem now to be settled. The very principles most opposed have been approved by the people, and ratified in the platforms of both political parties. This platform, with some modifications by its author and others suggested by prominent educators in different States, has been indorsed by the presidents of more than twenty of our leading colleges, by the school superintendents of a still larger number of States, and by many other distinguished educators. Out of over one hundred of the prominent gentlemen addressed, but one dissented and refused his signature. This paper, thus sanctioned by the most eminent thinkers in the land, may properly be called the American system of public instruction. Though in its present form, prepared at the request of Mr. Arinori Mori, for circulation in Japan, it has both a present and historic value for Connecticut.

EDUCATION AND INVENTION.

It is plainly due to the former excellence of the schools, and the universality of education among the people, that Connecticut has always taken the lead in the number, variety, and value of its inventions. Manufactories are relatively more numerous and more diversified in their processes and products than those of any other State. The ingenuity and inventive talent of the people have ever been remarkable, as is shown by the statistics of the Patent-Office. During 1871 the number of patents granted to citizens of Connecticut was one to each 806. The nearest approach to this was in the District of Columbia, where there was one to each 770. The pre-eminence of Connecticut in this matter has continued for many years past.

NORMAL SCHOOL.

The people now recognize the value of the normal school, and each year multiplies its friends. Its results have turned many honest opponents to warm supporters. The members of the institute class and many others remain but one term. Most of them had been previously engaged more or less in teaching. It is recommended that the salaries of the normal-school teachers be increased.

INDUSTRIAL SCHOOL FOR GIRLS.

The last has been the most successful year in the history of this important institution. The number of girls now in the school is nearly 80. In most of them a marked

improvement is noticed, both in conduct and study. Sixty per cent. are orphans. In nine cases out of ten their parents had been criminals or intemperate. Their early associations and surroundings were vicious and corrupting. The results prove the necessity of such an institution.

STATE REFORM SCHOOL.

The whole number of boys who have been in this school since its opening is 1,811. Results show the necessity of the recent enlargement of the buildings. The school work of the year, with improved rooms and additional teachers, has been unusually satisfactory. Financially, the school is very successful. The net earnings of the boys in the chair-shop and on the farm were about \$12,000 for the last year. This does not include the large amount of work done in the shoe and tailor shops and the various departments of domestic work. While some of the boys after leaving this school have returned to evil ways, the majority have been reformed, and the success of the school is all that could reasonably be expected.

THE CONNECTICUT SOLDIERS' ORPHAN HOME.

There have been 68 children in the Home during the year. The branches of study are the same as are taught in the public schools, and, like those schools, it is under the supervision of the school visitors, receiving its share of the public money.

SCHOOL FOR IMBECILES.

Twenty of the pupils of this institution are beneficiaries of the State to the amount of \$3 per week. There are now on hand 63 applications for admission. The school has been prosperous and the work of instruction very successful. It is estimated that there are over 1,000 imbeciles in Connecticut, and it is urged upon the State to make further provision for the wants of this class.

THE AMERICAN ASYLUM FOR THE DEAF AND DUMB.

This was long the only institution of the kind in this country. It is now not only the oldest, but the most truly national. It is supported in part by each of the New England States, and during the year has had private pupils from New York, New Jersey, Pennsylvania, and California. Of the pupils of the last year, the State of Maine supported 59; New Hampshire, 22; Vermont, 19; Massachusetts, 109; Rhode Island, 10; Connecticut, 60. Nearly two thousand pupils have been trained in this institution during the last fifty-six years. Instruction in articulation and lip-reading has been regularly given during the last year to a class of twenty-five semi-mutes.

SHEFFIELD SCIENTIFIC SCHOOL OF YALE COLLEGE.

This school has never had so large a number of scholars as during the present year. Its funds are gradually increasing; there has also been an increase in the number of professors, and the library and various collections have been enlarged. A gift of £5,000 has been received from an English lady, for the chair of dynamic or mechanical engineering. Mr. Joseph Sheffield has added largely to his previous gifts in money, and has begun the erection of a second building for the use of the school. Its estimated cost, aside from the land on which it stands, is not far from \$100,000. A generous gift has been made by Hon. O. F. Winchester, by which an observatory for astronomical and physical researches will be established in connection with Yale College, the advantages of which will be shared by the Sheffield Scientific School.

CONNECTICUT COLLEGES.

In the colleges and professional seminaries of Connecticut there are 1,137 students, coming from thirty different American States and Territories and six foreign countries. There are in colleges 791, in theological schools 130, and in other professional schools 196. Only 125 sons of Connecticut are reported in colleges out of the State. In proportion to its population, no other State is educating so large a number of college students.

NEW HAVEN.

SCHOOL ACCOMMODATIONS.

The territorial enlargement of the school district, by the annexation of Fair Haven, is an important event in our school history, and increases largely the number of pupils. Twenty rooms have been completed during the year, eighteen of which have been occupied. The increase of seats, however, is hardly equal to the increased number of scholars.

SUPERVISION.

The change made during the year in the system of supervision marks a new era in the administration of the schools. The instruction of the grammar schools has been left chiefly to a female teacher, thus leaving the principal at liberty to devote himself to the duties which he alone can perform, not only in his own school, but in all the schools in his district. The new vigor infused into many of the schools fully warrants a continuance of this arrangement.

DRAWING.

The system of drawing, commenced several years since, has been steadily pursued with most satisfactory results.

The upper classes in the grammar school have reached the higher numbers of Bail's charts. Steadiness of hand and accuracy of eye have been generally noteworthy, and in many cases quite remarkable. Professor Bail has prepared a manual for teachers which makes the method of teaching so plain that one with the least experience will be able to direct a class.

EVENING-SCHOOL.

The character of the members of this school for stability, earnestness, and application to their studies appears to improve each year. Some remarkable cases of proficiency have occurred. One man over thirty years of age, who did not know a letter of the alphabet when he began, was able to read with considerable fluency by the end of the term. During the last half of the winter session, Professor Bail gave (without charge) a course of lessons in drawing to the young men engaged in mechanical pursuits. This is the fourth series he has given.

UNGRADED SCHOOL.

A little more than a year has elapsed since this school was opened, and the results have been such as to leave no doubt of its usefulness.

The number of cases which, under former regulations, would have resulted in "suspension" has been reduced to about half the number of the previous year. The number of cases of truancy has been less than the previous year, though the daily attendance was one thousand greater. The number of "subordinate" pupils has diminished. A considerable number of boys out of employment have voluntarily come into the school and improved their time, and many who, but for fear of arrest, would never have been seen in school, have attended quite regularly.

HARTFORD.

CONDITION OF SCHOOLS.

The schools are, on the whole, in a very satisfactory condition. The truant law is doing a vast amount of good in the central schools, and in several instances officers have been sent into the rural districts with most beneficial effect.

GERMAN.

A very earnest wish exists among the German citizens to have the German language made one of the regular studies in the larger schools. In the Brown School, German has been taught for the past three and a half years, with very gratifying results. During the year 240 children, 92 of whom were American and the rest German children born in this country, have studied German in this school.

EVENING-SCHOOLS.

An appropriation of \$2,000 was made by the town for the expenses of an evening-school. A second school is entirely supported by Messrs. Cheney Brothers. The statistics of these schools show that they are no longer an experiment. The number in attendance has been much larger, the average attendance much higher, and the progress greater than ever before. A valuable addition to the studies of the evening-schools would be a class in mechanical drawing.

MERIDEN.

TRUANCY AND ABSENTEEISM.

The school visitors say our schools continue to suffer from irregular attendance. Hardly a day passes in which children may not be seen patrolling the streets in school hours, wasting their time and preparing their minds for the growth of those crimes which are the offspring of idleness and evil companionship. Excuses, frivolous and self-contradictory, are offered in endless profusion and apparent variety, but most of them indicating the same feeling, that the least important of all duties that may devolve upon childhood is regular attendance at school.

DRAWING.

This branch has had a place in our programme of studies nearly two years, but its progress has been unsteady and unsatisfactory. The inequality of teachers, in imparting instruction in this department, is probably greater than in most other studies, because less time has been given to drawing, inasmuch as this has not, till recently, been regarded as one of the required branches of school study. Miss Loring came here last year and visited all our schools, and gave a course of practical introductory lessons in drawing, creating considerable enthusiasm among the scholars. In February of this year, Miss Mary J. Dyer, an excellent teacher of drawing, visited our schools and explained the Bartholomew system of teaching drawing. In order to make drawing a successful study, it is necessary that we should have a competent drawing-teacher to give instruction to teachers and scholars.

SINGING.

Singing is taught successfully in some schools; in others there are great deficiencies and a corresponding want of interest. It is so because many of our teachers are ignorant of singing and insensible to the advantages of music. We are convinced beyond a doubt of the satisfactory influence of music, and strongly recommend its further culture in every school.

EVENING-SCHOOLS.

The evening-school in the town-hall met sixty evenings, from 7 to 9 o'clock. The aggregate attendance was 75; the average, 50; the average age of pupils was twenty years. The branches taught were reading, spelling, writing, and arithmetic, to all pupils; book-keeping to 25, English grammar to 5, and algebra to 1. Perfect order characterized the school. The average attendance at the Prattsville evening-school was 25.

MIDDLETOWN.

SCHOOL ATTENDANCE.

The board say in regard to this that the idea should constantly be kept before the child that attendance on the school is not to cease until the prescribed course shall be finished, and that this is just as important as to remain through a whole term, or to be faithful in attendance during a single day. In this expectation the pupil will be less uneasy, more studious and obedient, and will come to regard education as the proper business of youth.

The example, once set, will have a powerful influence upon others. Our schools would thus be increased in dignity and excellence, and the money and labor expended in this field would produce a more bountiful harvest.

VOCAL MUSIC AND DRAWING.

The board renew their expressions of confidence in the study of vocal music and drawing, not merely as accomplishments, but as furnishing a part of education that can be turned to great profit in after life. It is to be regretted that the past year has not been marked with much success in the study of music, and that no systematic instruction has been given in drawing, but the arrangements now made for the ensuing year promise to give greater opportunities than any before offered for the prosecution of these studies. The board urge parents to give their children all the facilities and encouragement possible for their improvement in these branches, with the belief that the results will afford them the highest gratification, and prove to be of great value.

NEW LONDON.

ATTENDANCE.

The average attendance in the schools has been continually improving. An opportunity will be afforded during the present year to note the effect of a compulsory system of education, since the new law provides a penalty for parents and guardians of children between the ages of 8 and 14 years who neglect or refuse to cause such children to attend school at least three months in the year.

ORAL INSTRUCTION.

In regard to this subject the school visitor says: "In a former report I suggested the giving of oral instruction upon subjects other than those of the text-books. Some quite successful attempts have been made by some of the teachers. The objects to be aimed at by the teacher in any such course of instruction are to awaken the perceptive and observing faculties of the children and to put them in possession of valuable information to make them observant and intelligent.

"The teacher must be fully prepared to explain the topics discussed with the scholars, so that they will be completely understood. Visible objects brought in by the scholars, or pictures of objects, should be made use of as much as possible. Compositions may be written upon the subjects by the older scholars. There should be some regular system adopted by all the teachers.

"I would suggest the use of Hooker's Child's Book of Nature, a work that has during the year been put into nearly all the school libraries. A half-hour each week may be thus employed more profitably and more pleasantly than any half-hour now given to the regular studies."

INSTITUTIONS.

YALE COLLEGE.

The statistics of the college and its various departments will be found in their appropriate tables at the end of the volume.

The departments of instruction are comprehended under four divisions, as follows: the faculty of theology, of law, of medicine, of philosophy and the arts. Under the last-named faculty are included the courses for graduate instruction, the under-graduate academical department, the under-graduate section of the Sheffield Scientific School, and the school of the fine arts, each having a distinct organization.

The instruction of graduate and special students having become a marked feature of Yale College, the following summary of these courses of instruction is taken from the last catalogue:

College graduates, and other persons of liberal education, are received for longer or shorter periods, with or without reference to the attainment of a degree. An executive committee, designated by the faculty, has a general oversight of the students in this department. Instruction is given partly by lectures, partly by recitations and by oral and written discussions, partly by directing courses of reading, and partly by work in the laboratories and with instruments.

The fees for instruction in the scientific school are \$150 per annum; in the other sections of the department, \$100 per annum.

The degree of Doctor of Philosophy is given to those who, having already taken a Bachelor's degree, engage as students in this department for not less than two years. A satisfactory examination must be passed, and a thesis presented which must give evidence of high attainment in the studies pursued. A good knowledge of Latin, German, and French must be acquired.

The courses of instruction given in the department may be grouped as follows:

I.—*Political science, history, philosophy, and English literature.*

President Porter will instruct in psychology and philosophy, in the history of philosophy, and in ethics.

Ex-President Woolsey will instruct in special cases in international law.

Professor Hadley will give a course of lectures on Roman law.

Professor Wheeler will instruct in the constitutional history of England and the United States, and in the general history of Europe in the sixteenth, seventeenth, and eighteenth centuries.

Professor Sumner will instruct in political economy.

Mr. H. A. Beers will instruct in Anglo-Saxon and the history of English literature.

Courses of lectures will be given this year by Mr. David A. Wells, on special topics, in political economy, and by Mr. E. L. Godkin, on social science.

II.—*Philology.*

Professor Thacher will give instruction in Latin authors not usually read in college; and, in particular, will go over selected plays of Plautus and Terence, with special reference to early Latin forms, constructions, and meters.

Professor Hadley will teach the structure of the Greek language, as viewed in the light of comparative philology. He will instruct in special Greek authors, as Pindar, Aristophanes, Theocritus, Plato, and Aristotle; also, in Gothic grammar and the Bible version of Ulfíla.

Professor Whitney will instruct in the first year in the general principles of linguistic science, and in the second year in the comparative philology of the Indo-European languages. He will also teach the Sanskrit language, in a course of study extending through both years.

Professor Packard will instruct in the Greek tragic poets and in the history of Greek literature.

Mr. Van Name will teach the elements of the Chinese and Japanese languages.

Professor Lounsbury will give instruction in the Anglo-Saxon language, and in the early forms and literature of English.

Professor Coe will teach the relations of the modern Romanic languages, especially the French to the Latin, and will give assistance to students of the old French language and literature.

The Hebrew and other Semitic languages may be pursued under Professor Day, of the theological department, either in connection with his regular classes or otherwise.

III.—*Mathematical and physical science.*

For the instruction given to graduates and special students in the Sheffield Scientific School, (see college catalogue, pp. 61, 62.) The courses there specified may be variously combined with those here announced, or the student may occupy himself in either section exclusively, according to his circumstances and plans.

Professor Loomis will teach meteorology, with especial reference to the making and reducing of meteorological observations.

Professor Dana will instruct in crystallography.

Professor Newton will instruct, the first year, in the calculus, in analytic statics, and in the dynamics of a particle; the second year in the lunar and planetary theories and in the higher geometry.

Professor Gibbs will instruct in the laws of vibratory and undulatory motion, with especial reference to light and sound; in the combination of observations by the method of least squares; in the potential function, with its application to the theories of electricity and magnetism; and in capillarity.

Professor A. W. Wright will instruct in heat, light, and electricity, with practical instruction in the management of apparatus.

IV.—*Fine arts.*

In drawing, painting, and modeling, the school offers a systematic course of instruction. It affords the special art student a thorough acquaintance with the theory and practice of art, and combines with this a knowledge of its history and philosophy.

Its museum contains a large and increasing collection of casts and paintings, and the collections are open to art students, for purposes of art study, at all hours. In connection with the practical instruction of the school, lectures on the theory, practice, and history of art will be delivered in regular course by its professors. The noble art building is in every way well adapted to its purpose.

The statement made by the executive committee of the society of the alumni, dated June 1, 1873, shows that in every department there had been progress during the year, and also that in addition to the special and so far successful effort making by the alumni to raise the "Wooley fund," so named in honor of ex-president Theodore D. Wooley, D. D., LL. D., for which the sum of five hundred thousand dollars is sought, and which is to be applied to the general uses of the college in all its departments, there have been many generous special gifts to the various departments.

To the academical department, Mr. Buchanan Winthrop, of New York, of the class of 1860, gave \$5,000 as a fund, the income of which is to be given in two prizes to the members of the junior class who, at the annual examination to be held in the third term of the collegiate year, shall exhibit the most thorough acquaintance with the Greek and Latin poets, six months' previous notice being given of the authors required, which shall be chiefly selected from those not used in the college course, and particular attention being paid to elegance of scholarship and appreciation of the spirit of the poetry. Mr. Morris W. Lyon, of New York, has made a fourth gift of \$1,000, the income to be used for paying tuition of indigent students. Mr. Samuel Holmes, of Montclair, New Jersey, has given a scholarship fund, the income to be paid to students from certain specified towns in Connecticut.

The chapel fund has been increased by several generous gifts to \$80,000.

The Sheffield Scientific School has received toward its endowment fund \$151,800. In addition to this, certain gifts to meet current expenses, and in the way of certain specified annual income for from one to five years, have been received, amounting to \$12,113.82, and also, for special purposes, \$5,765.10.

The Higgin professorship, included in the endowment fund, was endowed with \$28,000 by Mrs. Susan K. Higgin, widow of the late Robert Higgin, esq., of Liverpool.

Mr. Thomas R. Lounsbury, of Ovid, New York, (Yale, 1859,) has been appointed professor of English, and Mr. Osgar D. Allen, Ph. D., of Hebron, Maine, (Sheffield Scientific School, 1861,) professor of metallurgy.

Mr. Joseph E. Sheffield has begun the erection of an additional building for the use of the school, at an estimated cost of \$100,000.

The theological department has celebrated the fiftieth anniversary of its establishment as a separate department of Yale College. Steps have been taken to procure the erection of an additional building similar to the elegant one erected two years since.

A small but beautiful chapel has been erected and finished, at an expense of \$27,234, the whole sum contributed by Frederick Marquand, of Southport, Connecticut.

Mrs. Mary A. Goodman, a colored woman, left her entire property, from four to five thousand dollars, to the scholarship fund of the school, to aid young men of color to prepare for the ministry, if any such desired; if no colored students are in the school, the income may be used for other students.

Valuable donations of books have been made to the library, and also portraits of three deceased professors, Rev. Drs. Taylor, Fitch, and Goodrich.

In the law department the faculty has been increased by the appointment of Hon. Francis Wayland. New courses of lectures have also been delivered by Ex-President Woolsey, Hon. Charles McCurdy, LL. D., Professors Hoppin, Hadley, Bacon, and Bailey, which courses are to form hereafter a part of the regular scheme of instruction in the department. Sixteen thousand dollars have been contributed to the library fund for the purchase of new reports and the completion of sets, which will make it an excellent law library.

The college library has received additions by gift of 1,234 volumes and 4,860 pamphlets, and by purchase of 1,224 volumes, the latter mostly from the sums specially donated for particular purchases by Professor Salisbury, (the Salisbury oriental collection, 350 volumes,) and by Mr. Charles Astor Bristed, (340 volumes to the department of classical philology.)

The class of 1872 contributed \$2,000 as a class fund to the library, and two young deceased graduates bequeathed, one \$5,000, the other \$2,500.

The two society libraries were transferred a year ago to the control of the college library. A new catalogue is being prepared and printed of the united libraries.

The museum of natural history has received most important gifts, especially from the Yale exploring expedition, undertaken in the summer of 1871 under charge of Professor Marsh, and, like that of the previous year, composed of ten recent Yale graduates. They visited Kansas, Wyoming, Idaho, Oregon, and California. Not less than 15,000 specimens of fossil vertebrate remains were secured, including some seventy-five undescribed species. Large collections of recent animals and very valuable ethnographical specimens were also obtained. The results of this expedition may fairly be considered as representing a gift to the museum of not less than \$40,000, and the same may be said of that of the previous year. These two collections of extinct vertebrates place the Yale museum in this respect far in advance of any in this country.

The collection in osteology has been enriched by more than 200 skeletons of recent animals.

A valuable series of fossil animals from Greece has been received in exchange from the University of Athens through Mr. Robert B. Keep, (Yale, 1865,) late United States consul at the Piræus, Greece. A valuable series of vertebrate fossils from the State of Oregon has been presented by Rev. Thomas Condon, of Dallas City, Oregon. Thirty thousand five hundred and ninety-nine specimens have been added, of which only 2,275 were by purchase.

In archæology the museum has been enriched by important acquisitions. A large collection of very perfect stone implements of prehistoric age from Scandinavia; 1,200 Indian stone implements from Ohio; vases, statues, images, pottery, and stone-ware from Central America; pottery from Peru, and Indian implements and weapons from Oregon and Alaska comprise some of the articles. In all, 1,483 specimens have been added.

In zoology the Yale museum will receive a complete series of the collections in the Atlantic waters, made in connection with Professor Baird and his party during the summer vacation, amounting, it is estimated, to some 15,000 specimens. Many specimens of birds, animals, insects, and reptiles have been received from California, New Zealand and South Africa.

In the school of fine arts the chair of the professorship of drawing has been endowed, and Professor Joh H Niemeyer has been elected to the position. The

"Jarves collection" of old Italian paintings has been purchased for the school. Many desirable casts have been obtained. An art library and a collection of "autotypes" are very much wanted for this school.

Since the publication of the statement from which the above facts have been compiled, professorships of political and social science, of German, of molecular physics, of political economy, have been founded and appointed. A fellowship of \$10,000 has also been added.

Finances of the college.

[From the abstract of the treasurer's report for the financial year ended May 31, 1873.]

I.—Funds of the academical department:

1. Six endowed professorships, the lowest endowment being \$6,500 and the highest \$50,000	\$133,376 72
2. Funds, the income of which is payable as prizes or scholarships.....	102,932 44
3. Funds for the increase of the library.....	31,942 33
4. Miscellaneous funds.....	10,500 00
5. Accumulating funds, interest of which is not available at present, but is added to the principal.....	70,626 38
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6. General fund, income available for any purpose.....	371,275 38
Deduct unproductive real estate.....	102,352 31
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Productive portion of general fund.....	268,923 07
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II.—Funds of Sheffield Scientific School:

General and special funds..... \$267,225 00

III.—Other funds of philosophical department:

Professorships of Sanskrit and comparative philology..... 50,000 00
 Professorship of botany..... 24,000 00

IV.—Funds of theological department:

Five endowed professorships, lowest endowment \$10,000, highest \$27,049.45 97,775 49
 General fund..... 126,576 55
 Other funds..... 82,099 47

V.—Funds of medical department:

General fund..... 21,332 57
 In the academical department alone, the income from all sources for the year ending May 13, 1872, was..... 113,196 98
 The expenditure was..... 131,444 97
 Leaving a deficit of..... 18,247 99

The savings, which at one time amounted to \$25,853.55, have been gradually drawn upon, so that there is no further surplus left in the treasury.

WESLEYAN UNIVERSITY.

This institution permits students not desiring to enter the regular departments of the college to take select courses of study, reciting with such classes as their qualifications permit. They thus have an opportunity of pursuing an extended course of English study, in connection with Hebrew or the modern languages. They are subject to the general rules of discipline. The statistics of the university will be found in their appropriate tables. The geological cabinet has been recently enriched by the addition of Professor Ward's casts of fossils.

TRINITY COLLEGE.

It has been proposed to take the beautiful grounds of the college for a public park for the city of Hartford, enabling the college to build larger buildings on a new site.

The libraries of the literary societies have been recently added to the college library. The reading-room is well supplied with American and English newspapers and periodicals.

An announcement is made that, in addition to the studies of the regular course, the professors in the several departments assign more advanced work to such of the students in each class as prove themselves competent therefor.

BERKELEY DIVINITY SCHOOL.

This institution is located at Middletown. All candidates for priests' orders with full qualifications, according to the canons of the Protestant Episcopal Church, are admitted.

Tuition is free; so also are the rooms in the school-building, where provision is made for about thirty students. Aid is extended to persons who need it, on terms made known by applying to the dean.

The alumni of the institution, from 1850 to 1871, number 148.

FITCH'S HOME FOR SOLDIERS' ORPHANS.

This institution, located at Darien, was founded by the liberality of Benjamin Fitch, esq. It supports and instructs thoroughly in the fundamental English branches, Latin, French, and algebra, some fifty children. The Home is in charge of a lady principal. A few day-scholars are received from families in the town, who pay a small tuition.

A gallery of fine paintings, many of them by the best European artists of the modern school, collected by the founder when in Europe, is attached to this institution.

WHIPPLE HOME SCHOOL FOR DEAF-MUTES.

In regard to this institution, the secretary of the board of education says: "The family school of the Whipples, in Ledyard, has attained great success in teaching deaf-mutes by articulation. Jonathan Whipple, the grandfather of the present principal, deserves the credit of being the first successful teacher of this method in America. His son, a deaf-mute, is a remarkable illustration of his father's drill and the value of the system. The grandson, either by inheritance or culture, seems to have rare adaptation for this work. The legislature, at its last session, authorized the governor to contract with this school for the education of deaf-mutes who had been five years residents of the State, under the same general conditions as were already required for the education of indigent deaf-mutes."

DEATH OF REV. H. M. COLTON.

Rev. Henry Martyn Colton, A. M., died of brain-fever at his home in Middletown, June 2, 1872.

He was born at Royalton, New York, November 5, 1826; graduated at Yale College, 1848; studied a year in the school of philosophy and the arts, then entered the theological seminary, and graduated 1852; ordained pastor Congregational Church, Woodstock, near the close of 1852; established a classical school in Middletown, May, 1857, where he taught eleven years; opened the "Yale School for Boys" in New York City, September, 1868, where he labored with great success until prostrated by the fatal disease.

He belonged to a family distinguished for intellectual ability and scholarly culture, four generations of which were clergymen and graduates of Yale. He and his five brothers were directly connected with the college for twenty-eight consecutive years. An enthusiastic, receptive, persevering student through his whole life; acute, thorough, and logical in his investigations; fearless and conscientious in the pursuit of truth, a man of positive convictions and independent character; he sought by constant training and drill to induce in his pupils right habits of mental action, and lay the foundation for high culture. By devoting himself to the personal training of a comparatively small number for a series of years, he hoped to contribute his share toward elevating the scholarship of the country.

He was fond of social intercourse, and delighted in athletic sports. If his pupils found him in the school-room stimulating, exacting, impatient of idleness and deception, and intolerant of meanness, they knew that in the gymnasium, on the river, or the play-ground, he was the enthusiastic yet wise leader, the genial and instructive companion. The beauty of his life in the home circle, his tender sympathy for the suffering, and his labors for the ignorant and the unfortunate, were such as might be expected, when one naturally amiable and generous is controlled and animated by Christian faith and love.

DEATH OF MR. JOHN P. BRACE.

John Pierce Brace, A. M., died in Litchfield, October 18, 1872. He graduated at Williams College in 1812, with high honors; was fitted thoroughly in the studies of the three professions, law, medicine, and theology, and could have entered any one with honor; was learned in ancient and modern history; in mineralogy, botany, entomology, and various other branches; was for several years editor of the Hartford Daily Courant. He never wrote any scientific or scholastic work, such as he easily might, but left his record and work in the minds of thousands whom he educated, and who still love his memory.

As teacher in the famous Litchfield Academy, and afterward (1832) as principal of the Hartford Female Seminary, which, under his guidance, became equally celebrated, he trained many young ladies who have since become leading women in society, charities, or literature throughout the land. One of them, Mrs. H. B. Stowe, says: "Mr. Brace was one of the most stimulating and inspiring instructors I ever knew."

The last nine years he spent on the old homestead, in Litchfield, enjoying the treasures of his ample library and the society of friends.

DEATH OF PROFESSOR JAMES HADLEY.

In the comparatively early death of this great scholar and teacher; not only Yale College, but American scholarship, suffers loss.

This summary of his life and works is taken from the appreciative notices of President Noah Porter, D. D., and Professor William D. Whitney, Ph. D., LL. D.:

"James Hadley was born in Fairfield, Herkimer County, New York, March 30, 1821. His father was at the time professor of chemistry in the flourishing medical college at that place. At seven years of age, young Hadley entered the academy at Fairfield, under the charge of Rev. David Chassel, D. D., and continued until he entered Yale College. When he was nine years old he was afflicted with a white swelling upon his knee, the result of a casual injury, which was followed by a year and a half of severe suffering, and disabled him for life.

"From that time his life was that of a systematic and energetic scholar. He did not abandon play. Nothing could repress the exuberance of his spirits or the force of his bodily activity. He soon learned, with or without his crutch, to perform feats of surprising agility. But his papers show that as early as fourteen he began to map out the work of his days and weeks, and that his scheme of study was most liberal and involved severe effort. He edited a literary newspaper, furnishing the matter for entire numbers himself, and writing these out in the fair chirography which he acquired by self-schooling. These papers are still preserved, and abound in various and sprightly *jeux d'esprit* in prose and verse, on topics humorous and grave, such as all boys delight in. At the age of fifteen he picked up a Hebrew chrestomathy, and, with some help, taught himself the elements of the Hebrew language. At about this age he occasionally heard the recitations of his own class, and the scene is well remembered when this slender and delicate boy sat upon the knee of one of his classmates and heard the lesson through. None of us can doubt that he heard it thoroughly and keenly, and boldly scrutinized the work of his stalwart associates. A little later Dr. Chassel made him his assistant in hearing some of the classes. The next three years he served acceptably as a regularly elected assistant in the school. At the age of nineteen and a half he entered Yale College. * * * He applied for admission to the junior class. President Woolsey examined him in Greek, and after hearing him read a little and asking him a few questions, expressed his entire satisfaction. When the examination was finished he told him that he could take any position in the class which he might desire. Little did he think at that hour what a blessing had come to the college in this modest stranger who knocked at her door at the sixth hour; how this youth should be stimulated and refreshed by his own example and scholarship, and take the torch of Greek and other learning from his own hand to transmit it new-trimmed and replenished to another generation, so that when he should die he himself should say of him, "He was a great scholar, great for any part of the world." While in college, he pursued special studies in almost every term; in one term German, in another Spanish, in another the calculus, in another Hebrew, but was foremost in his class, which graduated in 1842. He remained a year as resident graduate, devoting himself especially to mathematical studies. During this year his attention was drawn to certain difficult problems in the mathematical journal then conducted by Professor Peirce, of Cambridge. These problems he solved with such ingenuity as to attract the attention of the distinguished professor, who has repeated the remark more than once, that he could not forgive Yale College for making the man professor of Greek who should have been the first mathematician of the country. The year following he entered the theological seminary, and remained two years, except that from September, 1844, to April, 1845, he acted as tutor in Middlebury College. In September, 1845, he became tutor in this college, and held that office till August, 1848, when he was appointed assistant pro-

fessor of Greek. In July, 1851, when President Woolsey resigned the professorship of Greek, he was elected his successor, and was married the 13th of August. In 1864 he was called to a severe affliction in the death of his brother, Professor Henry H. Hadley, a man of kindred genius, whom he greatly loved. In February, 1865, he was prostrated by an insidious disease which required release from all active service. In September, 1866, a surgical operation became necessary, which was followed by long-continued debility. In January, 1868, he began his college work again, perfectly restored as he thought, but with somewhat lighter labors. Early in the last college year he suffered from a cold, inducing a partial relaxation of the vocal organs. Early in the present year he suffered from a similar attack; but he regarded it as temporary, and still insisted that his constitutional force and capacity for work were unabated. A few weeks since a more active disease assailed him, to the repeated onsets of which he at last yielded, and on Thursday morning, November 14, he gently breathed away his life. These are the brief records of a most honored and useful career, in which has been matured and manifested a character of marked eminence and peculiarities.

"As a scholar, Professor Hadley was remarkable for the extent of his acquisitions. The enumeration of the many languages which he completely mastered, and the many others with which he was more or less familiar, is decisive of this. In the Greek and the Hebrew he was an adept. He was familiar with the Latin, and the principal modern languages, including the Swedish; with Arabic and Armenian; with several Celtic languages, as Welch, Gaelic, and Irish; with the Sanskrit, and the different forms of the Gothic. Of late years he has given special and continuous attention to the sources and early forms of the English. It was no uncommon thing with him to devote a few weeks to the special study of the grammar and vocabulary of a language before unknown, and thus appropriate valuable material for his general studies in comparative philology. To most scholars the complete mastery of a single language is the work of many years and distinguishes the life. To it every other study is auxiliary at least, if not secondary. But for Professor Hadley to acquire a language was so easy, and the ends for which he studied language were so broad and comprehensive, that he seemed to be equally at home in many tongues, and to appropriate from many others all that was required for his purposes. In respect to every language which he commenced, he was inclined, however, not to stop with the amount of knowledge which would suffice for any immediate object, but to proceed to the mastery of whatever could be known. We hardly need add that in this extent of linguistic study he was uniformly exact.

"The variety of his knowledge was as remarkable as its extent. He was not only equally at home in several languages, each of a different family and type, which in itself is uncommon, but he was equally master of other branches of knowledge, some of them remote from language and philology. In the pure mathematics he had a special delight—being as a learner and teacher singularly rapid in his insight, clear in his discriminations, and ingenious in invention. At an early period of his public life, as we have seen, it was almost a matter of question whether he was not as well fitted for this science as for philology. In the multitude of his linguistic studies, he never abated his interest in the mathematics, and never forgot any problem which he had mastered. He watched with close and interested attention the progress of mathematical physics, and kept himself familiar with the decisive movements which have marked the progress of each of the sciences of nature. In chronology and history he was singularly pre-eminent. This was not surprising in view of his prevailing tastes and activities.

"Of the American Oriental Society he was an acknowledged pillar from the first, and for the last two years has been its president. In the Philological Association the variety of his acquisitions and the reach and sagacity of his reflections in diverse spheres were most conspicuous. Whatever paper might be read, whether on the Semitic tongues or any of the Indo-European languages, ancient or modern, whether on Anglo-Saxon or the later English, whether the paper concerned matters of fact or attempted ambitious and fanciful speculation, whether the subject was known to have been familiar to him for years, or seemed remote from the range of his special studies, whenever Professor Hadley spoke, he spoke with authority, and was listened to with deference, because he spoke from certain knowledge and mature thought.

"Variety of knowledge does not always indicate breadth of mind. Not a few men have extensive, exact, and various knowledge, who are narrow-minded men, inasmuch as their well-grounded positiveness within certain spheres seems to disqualify them from appreciating the facts or truths which lie beyond. Men of erudition and men of science are equally liable to this consequence of special studies, even when such studies cover a wide range. That Professor Hadley was in every sense a wide-minded man is evident from his equally sagacious comprehension of scientific truth, and sympathetic appreciation of literary perfection and beauty. His mind responded as readily to the splendid achievements of Faraday as to the refined sentiment and the finished diction of Tennyson. His knowledge of English literature in its most recent phases and productions, including the best works of fiction, was exhaustive. In critical judgment, exact memory, and appreciative enjoyment of modern English writers, he was surpassed by

few to whom literature is a specialty. His powers of poetic composition were of no mean order. His judgment on questions of common life, and his sympathies with men of humble acquisitions, both illustrated the same breadth of character. His knowledge of the many-sided and many-shaded tendencies of modern speculation, as well as of the grave questions of theological truth and practical duty, and his wise and well-considered conclusions in regard to these topics, were all significant of the same. His capacity to decide upon the proprieties of controversial discussion and his selection of felicitous diction were equally conspicuous.

"Had Professor Hadley been brought in contact or comparison with European philologists he would have taken rank among the foremost scholars of his generation. We infer this from what we know of the acquisitions and works of philologists, living and dead, from his unquestioned competency to appreciate and criticize these works, and from the honor which he received from those American scholars who have achieved a European reputation.

"Professor Hadley, moreover, did not follow the German method of introducing himself to the world of scholars. He wrote no book for many years, and his grammar is avowedly based upon that of Professor George Curtius. Brief essays and papers, however able, do not readily attract the attention of foreign readers. Professor Hadley, like many of the scholars of England, preferred to acquire the knowledge which he desired to possess, rather than to recast it for the few English-speaking readers who were scarcely advanced enough to receive it. Moreover, he was so pressed with his duties in training his classes in elementary Greek, and now and then directing the researches of a more advanced pupil, that for years he had not the leisure to write a treatise.

"Much was expected from him in the work of revising the New Testament, to which he applied his hand in a few pencilings as the last work of his life. Great importance was attached to his comprehensive knowledge of Hebrew and Greek, his scholarly insight, his candid and comprehensive judgment, and his mastery of compact and lucid diction. The suggestions which he would have made in the progress of this work would have testified to the scholars of the Old World that at least one great scholar and critic had been furnished by the New.

"The special field of his usefulness and of his fame has been as an *instructor*. In this field he has expended his best energies for others, and impressed himself strongly and permanently upon many thousands of young men. This was his chosen field, not merely because he was distinctly called to it as the appointed work of his life which he accepted as laid upon himself by his great task-master, but because he embraced it as the noblest calling to which he might aspire. The remark has often been made—what a pity and what a waste that a man like Professor Hadley, one of the foremost scholars of the country, should be doomed to teach elementary Greek to successive freshmen classes, when, if things were as they should be, he might have expended the treasures of his wisdom upon a few appreciative students, and the rest of his time in making fresh acquisitions. Not so judged Professor Hadley, dearly as he would have prized the leisure, and heartily as he would have enjoyed the appreciative sympathy and the forward zeal of maturer scholars. He knew the needs of young students and the defects of their elementary training too well; he estimated the power of his own personal faithfulness and influence too justly to be willing to forego this opportunity of usefulness as long as his strength would allow him to do elementary work. It was a great thing for this college that year after year, so long as he was the only professor of Greek, so many young men in the first term of their college life were brought in contact with a teacher of such splendid gifts and such exemplary thoroughness; a teacher who, though he might seem hard and exacting at first, was soon seen to be no more rigid than the truth of the science which he taught, and in whom the most exemplary fairness was always conspicuous; a teacher who was himself a copious fountain of exact knowledge, and whose dealings with his pupils exemplified the imperial attractions of impartial justice. As these pupils knew him better from week to week, their impressions of his wholesome rigor faded away, and love and honor took their place. When they came a second and a third term under his instructions, those whose esteem was worth possessing honored him as all ingenuous and earnest souls honor gentle wisdom. The few who, from time to time, enjoyed his special intimacy by reason of their advanced studies, sat at his feet with admiration and delight. Among these were some of our most eminent philologists, who weep with tears which they would not restrain, that he who was to them both brother and friend is snatched from their sight.

"Not only have his fidelity and patience been most useful to his pupils, but they have been wholesome in their indirect bearing upon his fellow-instructors, who could not but be reproved by his exemplary thoroughness, if they were not inspired by his unselfishness. Directly and indirectly they have taught the graduates of this college one of the most important lessons for this generation, that in the institutions of learning, patiently and skillfully to teach the elements of knowledge is a service to which distinguished genius and learning may be wisely and honorably devoted, and that to

disdain such service, or to seek to escape it, may indicate a spirit which is as superficial as it is selfish. Professor Hadley gave the sanction of his example most fully to the precept, 'He that is greatest among you, let him be your servant.' In this he showed both his greatness and his goodness.

"He was a practiced student of history; he was a consummate philologist. He was familiar with all that had been written by the most learned and the most acute of the modern antagonists of Christianity. He had been a student of theology, and was at home among the speculative objections of those who would assert or insinuate that no sensible man, who is abreast with modern thinking, can accept the supernatural Christ of the Christian history. I shall never forget, on an occasion when there was submitted to him an argument for his revisal, how emphatically and positively he assented to the position taken, that modern criticism must force the historic student to say: The Christian history is genuine or, at least, enough of it to oblige the critic to accept the alternative that the Christ of history, if not supernaturally commissioned, was either a conscious deceiver or romantically self-deceived.

"The loss is indeed irreparable. None can feel this more sensitively and bitterly than myself, in the manifold responsibilities to which I have been called. I speak for my colleagues as well, who feel as keenly that one of the wisest and kindest of our circle has been taken from the sphere of activity which we had hoped he might fill for a score of years. It will be long before we forget him, or cease to remember him with tender and reverent affection. He has been with us for more than thirty years as a student and instructor. His is one of the brightest names among all those which this college has enrolled upon its annals. May his example and spirit remain with us for another generation!

"Such a loss is not one to be passed with a brief word of notice. Professor Hadley was one of the very foremost men in this community, of whom it had most occasion to be proud, and whom it has most reason to mourn; indeed, he was one of the foremost intellectual men of the time. In the departments where his strength lay he has not left his equal in the whole land, or anywhere among people of English speech. In every branch of mental labor to which he had turned his attention he excelled. In mathematics, which was the first subject of his college teaching, (at Middlebury,) he showed abilities which would have put him in the front rank of mathematicians; his studies in Roman law bore fruit in a series of lectures which were given with the high approval of educators here and at Harvard, and had been made part of the regular course in our law school; and he was under engagement to discuss the foundations of jurisprudence in one of the other schools of post-graduate study. But upon philology he had concentrated most of his labor, and here he was without a rival among Americans. His range of study was of the widest. Outside the ordinary circle of the classical and modern languages, Hebrew, Arabic, Sanskrit, Celtic, and Armenian were among those which he had acquired; in Hebrew, especially, he was a profound scholar. And these were with him no merely nominal and barren acquisitions. He was master of the methods and the main results of comparative philology, and he brought all his varied learning to bear upon any point in language that he would discuss, with a facility and philosophic power peculiarly his own. He had a most capacious, retentive, and ready memory, in both great and small; nothing he had once put away seemed ever to become lost or mislaid. Nor were his critical sagacity and his coolness and soundness of judgment less conspicuous; no man's opinion on a doubtful or controverted matter could carry greater weight with those who knew him. All this richness of learning and power of mind he brought to the aid of his specialty, the teaching of Greek. It is no disparagement to the many other excellent works of its class to say that his Greek grammar was the best and greatest ever produced in this country, if not in the world. As an instructor, he won the deep respect and affection, often the reverence, of those who came under his care; and not more for his extraordinary scholarship than for his kindness of heart and real interest in the improvement of his pupils.

"The loss to the public of such a teacher and thinker, cut off in the very fullness of his manhood, is great indeed; to the college it is immense and irreparable. He was a main support and ornament of the institution to which his labors had been given for more than a quarter of a century.

"In connection with the schools of post-graduate study, to which he was more and more devoting himself, he seemed to be entering upon a new and higher sphere of work, which would give his ability and acquirements a scope worthy of them; and there was not a university in the world that might not have envied Yale its Greek professor. He will be hardly less missed in the Philological Association, of which he was a vice-president, and at whose meetings his voice was heard among the oftenest and listened to with the most respect; and in the Oriental Society, of which he had been for two years the president."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Connecticut was the twenty-fifth State in population, having 537,454 inhabitants within an area of 4,750 square miles, an average of 113.15 persons to the square mile. This population consisted of 527,549 whites, 9,668 colored, 235 Indians, and 2 Chinese. Of these 423,815 were natives of the United States, and 113,639 were foreign-born. Of the native residents of the State, 344,254 whites, 6,091 colored, and 153 Indians were born within its limits, while of the foreign residents, 12,443 were born in Germany, 70,630 in Ireland, and 13,001 in England.

School attendance.—According to Table IX, vol. 1, of Census Report, 99,663 persons attended school throughout the State, and of these 4,282 were foreign-born. The white male scholars numbered 50,696, and the white female scholars 47,792, an aggregate of 98,488 white scholars. The colored male scholars numbered 580, and the colored female scholars 564, an aggregate colored attendance of 1,144; 14 Indian males and 17 females (an aggregate of 31) also attended school.

Illiterates.—The number of inhabitants of all races, 10 years old and over, unable to write was 29,616, (including 28 Indians,) and of these 23,933 were foreign-born.

Age, sex, and race of illiterates.—Of 2,530 white illiterates reported, from 10 to 15 years of age, 1,339 were males and 1,191 females; there were 2,710 white illiterates, between the ages of 15 and 21, and of these 1,266 were males and 1,444 were females; of 22,673 white illiterates, 21 years old and over, 8,990 were males and 13,683 were females, making an aggregate of 27,313 white illiterates for the State. Of 131 colored illiterates reported, between the ages of 10 and 15, 69 were males and 62 were females; of 213 colored illiterates reported, between the ages of 15 and 21, 83 were males and 130 were females; of 1,331 colored illiterates, 21 years of age and over, 627 were males and 704 were females; giving an aggregate of 1,675 colored illiterates for the State. Of the 28 Indian illiterates, 2 females were between the ages of 10 and 15, 2 males and 2 females between 15 and 21, 7 males and 15 females, 21 years old and over.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,917, having 695 male and 2,231 female teachers to instruct their 51,307 male and 47,314 female pupils.

Amount and source of educational income.—The total income of all the educational institutions was \$1,856,279, of which \$140,887 were derived from endowment, \$1,227,889 from taxation and public funds, and \$487,503 from tuition and other sources.

Public schools.—The income appertaining to the public (normal, high, grammar, graded and ungraded common) schools, for educating their 88,449 pupils, was \$1,426,846, of which sum \$409 were derived from endowment, \$1,216,789 from taxation and public funds, and \$209,648 from tuition and other sources.

Colleges.—The three colleges reported, with their 46 teachers and 765 pupils, had a total income of \$134,643.

Private schools.—The 265 (private) day and boarding schools, with 430 teachers, 7,292 pupils, possessed a total income of \$164,220, from endowment, tuition, and other sources.

Libraries.—The libraries of the State were, public 63, containing 285,937 volumes; no return of the private libraries was made.

The press.—The 71 periodicals issued in the State had an aggregate circulation of 203,725 copies, and an aggregate annual issue of 17,454,740 copies.

Churches.—The 826 church organizations reported in the State possessed 902 edifices with 338,735 sittings, and the church property was valued at \$13,428,109.

Pauperism.—The paupers reported numbered 1,705, of whom 1,123 were native whites, 114 native colored, and 468 foreigners.

Criminals.—Two hundred and fifty persons were convicted during the year ended June 1, 1870, and 430 persons were in prison, June 1, of whom 278 were native and 152 foreign.

Age and sex of population.—Of the total population of Connecticut, 69,807 males and 69,155 females (138,962 aggregate) were from 5 to 17 years of age, (inclusive.) The number of persons 10 years old and over was 425,896, of whom 209,120 were males and 216,776 were females.

Occupations.—Of these ages, 159,460 males and 33,961 females (193,421 in all) were engaged in various occupations. Of these 193,421 occupied persons, 43,653 were engaged in agricultural pursuits, 38,704 in professional and personal services, 24,720 in trade and transportation, and 86,344 in manufactures and mechanical and mining industries.

Age and sex of working population.—Of the 193,421 employed persons, 3,657 males and 1,933 females (5,650 in all) were between the ages of 10 and 15; 144,239 males and 31,014 females (175,253 in all) were between the ages of 16 and 59; and 11,564 males and 954 females (a total of 12,518 persons) were 60 years old and upward.

MEMBERS OF THE STATE BOARD OF EDUCATION.

Ex officio.

His excellency Marshall Jewell, Hartford.

His honor Morris Tyler, New Haven.

By appointment of general assembly.

George M. Woodruff, Litchfield.
Elisha Carpenter, Hartford.

Thomas A. Thatcher, New Haven.
William H. Potter, Mystic River.

Secretary of board.

Birdsey Grant Northrop, New Haven.

CITY SCHOOL OFFICERS.

City.	Name.	Title.
Hartford	Rev. C. R. Fisher	Acting visitor.
New Haven	Ariel Parrish	City superintendent.
Waterbury	C. B. Merrill and C. F. Elliott	Acting visitors.
Norwich	J. W. Crary	Acting visitor.
Middletown	Rev. C. H. Fay	Acting visitor.

DELAWARE.

This State still remains without a superintendent of education, and there is no State official report of any matters connected with education, except the auditor's statement, printed in the journal of the house, which gives the details of the distribution of the school-funds to the several school districts. This distribution is still made upon the basis of the census of 1830. The legislature meeting but once in two years, the latest published statement is for the year 1870; but as there is little variation in the number of school districts, or the income arising from the fund, the statements are substantially the same from year to year.

The auditor, in his report of the distribution for 1870, evidently did not regard his account as being of any general interest, as he refrains from giving any totals, so that, whoever wishes to ascertain the facts, must laboriously add up the columns of figures extending over many pages of the report.

The school laws of the State, an abstract of which was given in the Report of the United States Commissioner of Education for 1871, leaves to each school district full and entire control of the educating of the children of the district; the only limitation being that a minimum amount of school tax, or contribution, as it is called, must be voted by the district, in order to entitle it to receive its quota of the State school-fund. All other matters relating to the schools are left absolutely with the inhabitants of the district, who have a school or do without one, as they choose, the effect being, as it is claimed by the progressive friends of public-school education in the State, that in those districts where the standard of education is low and the interest in schools small, there is no possibility of improvement, as there is no way of increasing the interest of the inhabitants in having better schools; so that, while Wilmington, a growing city, is making rapid advances in all matters that relate to free public schools, and while the same is true of other towns and communities, still many of the rural school districts in other parts of the State show little or no improvement during the past thirty years. The ratio of representation being also based upon the census of 1830, and being equally divided among the three counties of the State, affords little opportunity for the direct influence upon the general legislation of the State by the citizens of any one county, so that, notwithstanding the great increase in the population of New Castle County, which includes the city of Wilmington, its representation in the State legislature remains as established forty years ago. Any immediate improvement in the general State laws or system of education seems, therefore, improbable. The city of Wilmington, having procured a charter for a board of education two years ago, has been rapidly developing and perfecting its system of public schools.

THE SCHOOL-FUND.

The school-fund of the State is derived from the income arising from the investment of Delaware's share of the "surplus revenue" distributed by the United States to the several States, together with a portion of the proceeds arising from certain State fees and licenses.

The auditor's report in 1871 gives the following statistics for 1870:

In New Castle County there were raised, by contribution	\$84,639 78
Received from State school-fund	\$10,142 15
Number of districts	91
Number of schools in operation	150
Number of scholars	7,522
In Kent County there were raised, by contribution	\$19,987 25
Received from State school-fund	\$8,499 57
Number of districts	115
Number of schools in operation	96
Number of months in operation	800 months and 27 days.
Number of scholars	5,044
In Sussex County there were raised, by contribution	\$9,740 13
Received from State school-fund	\$11,500 20
Number of districts	177
Number of schools in operation	156
Number of months in operation	648 months and 22 days.
Number of scholars	6,452

WILMINGTON.

EXTRACTS FROM REPORT OF PRESIDENT OF BOARD OF EDUCATION.

The following extracts are from the report of Dr. William R. Bullock, president of the board of education, presented to the board March 25, 1872:

"GENTLEMEN: With the termination of my appointment as presiding officer recurs the duty of presenting a brief statement of the condition of the schools and of the operations of the present board.

SCHOOL STATISTICS.

"The number of school-houses is fourteen, the same as at the last report.

"The number of seats in all the buildings is 4,268, being an increase of 418; of these, the number of seats in the grammar schools is 862, and in the primary schools 3,406. The increased number of seats is due to the greater accommodation afforded by the new building No. 1. The room in the old building, formerly occupied by school No. 1, has remained vacant since the removal of the school.

"The average number of pupils belonging to all the schools is 3,503; of these, 566 are in the grammar schools and 2,937 in the primary schools.

"The following statement will afford an idea of the ages of the children attending school—correct for the time at which the inquiry was made:

"From six to twelve years of age, (inclusive,) 2,813; from thirteen to fifteen years, (inclusive,) 550; from sixteen to eighteen years, (inclusive,) 72.

"The largest monthly average of pupils belonging to all the schools (October) was 3,678, and the smallest monthly average for all the schools (June) was 3,305.

"The average percentage of attendance in all the schools was 90. For the grammar schools the average percentage of attendance was 94, and for the primary schools 89.

"The need of more ample school accommodation in the southern and southwestern parts of the city continues as at the last report. The board has not, however, been unmindful of these requirements, and has purchased a lot in the Second ward, south of the Christiana, for the sum of one thousand dollars. A building committee is charged with the provision of a plan for a building to be erected thereon. A suitable location in the southwestern part of the city has been carefully sought for, but as yet without definite result. This subject will remain an important one in charge of the succeeding board.

"The new school-house No. 1, on French street, was occupied on the 9th of October, 1871. The total cost of the building was \$28,208.10, and the cost of furniture and apparatus \$2,409.20; all of which was defrayed from the proceeds of a loan authorized by the legislature at its last session. This building, as the most recent and largest of our school edifices, has attracted general interest. It was sought to combine in it as many of the advantages which experience has suggested as conducive to the health of its occupants and the convenience and facility of conducting the exercises as a due regard to economy would allow. The furniture has been carefully selected with a view to durability, comfort, and sightliness. The number of seats provided is 546. The lower floor is occupied by a primary school for girls, the second by a grammar school for girls, and the third by a grammar school for boys. Apartments in the front of the building afford a repository for the books and stationery belonging to the board and a convenient office for the superintendent of the schools.

GRADING OF SCHOOLS.

"That the board might be informed at all times of the literary status of the children under its charge, the grading of the schools was a matter of primary importance. This could not be effected without establishing a definite system of instruction for all the schools. A programme of study was to be made out, demanding careful thought and experience, that no time should be lost while carrying forward the instruction in accordance with the best known methods and the requirements of the pupils. This schedule of study is now in the hands of all the teachers.

"Uniformity of studies involves, of course, uniformity in the books and apparatus of teaching used in the schools.

"A knowledge of the attendance of both teachers and scholars, of time lost by lateness, or absence from sickness or other causes, can be had only by a detailed and systematic record, made up from reports furnished by all the schools. The forms for these reports, and the school records to correspond, were to be made out and put in operation. The monthly reports of the superintendent to the board are the evidence of the successful working of this arrangement.

"Besides the attendance report, statements are rendered quarterly of the property under the care of the teacher of each school, and of its condition.

TEACHERS' INSTITUTE AND NORMAL SCHOOL.

"As the success of the school must depend upon the teacher, the improvement of teachers in scholarship and in the art of instruction has also received especial attention. A teachers' institute and a normal school were early established and have continued in successful operation.

"In the former, methods of teaching are discussed in a familiar manner; questions in great variety are proposed and answered, and essays are read on educational subjects.

"In the normal school, opportunity is given for the further prosecution of study in whatever branches may be desired by those who attend it.

"The institute is attended by all of the teachers, and the normal school by a considerable number.

"The advantages to be derived from the institute and normal school are already apparent in the school-rooms of those who attend them: better order, greater interest and attention on the part of the pupils, greater vivacity and efficiency on the part of the teacher.

"I think it may be truly said that at no time in the history of our schools has there been so great a desire and effort for improvement on the part of a considerable proportion of the teachers.

METHOD OF APPOINTING TEACHERS.

"That the schools, and the community through them, should not suffer from the slackness of teachers, the board very wisely determined to effect a radical change in the mode of appointing them. It is plain that, apart from moral fitness, scholarship and aptness in teaching and discipline are the proper criteria in the selection of teachers. It is accordingly ordered that re-appointments shall be made only after examination in the manner prescribed by the rules. Thus the studious and energetic may have the opportunity of obtaining the position to which honest effort and merit entitle them.

"The number of candidates examined for the position of teachers during the past year is seventy-seven. Of these thirty-one passed and eighteen were appointed. Of those appointed twelve were from our own city and six from other places.

"When teaching is looked to as a profession, it is the most mistaken economy to enter upon it without a broad and solid foundation upon which to build in the future. This premature action may cause many to remain in the primary departments and leave few to rise to honorable and useful positions in the more advanced grades. It is hoped that the competitive examinations, co-operating with the institute and normal school, will elevate the character of instruction in all our schools.

BOYS' GRAMMAR-SCHOOL.

"The new grammar-school for boys in school-house No. 1, under the charge of a gentleman (Mr. Barnum) as principal, is another new feature in the proceedings of the present board. This school, which is progressing favorably, is expected to afford, and does afford, an opportunity for study in departments beyond the scope of instruction in the other schools for boys. In it may now be pursued a course equal to that followed in most private academics, while it is capable of meeting any requirements likely to be made upon it hereafter.

GIRLS' GRAMMAR-SCHOOL.

"The excellent condition of the girls' grammar-school in school-house No. 4, under the direction of Miss Miller, also calls for a moment's attention. The studies of the first division of this school are of a grade equal to that adopted in many girls' high schools and normal schools in our country. I would mention, as worthy of the attention of the next board, the fact that the number of the pupils under a single teacher in this division is greater than in any of the other schools.

"I feel that we ought also to bear in mind the responsibility laid upon our superintendent in arranging the details of the changes desired by the board, and the labor and attention required to execute them, and desire that the hands of the superintendent may be upheld by the sympathy and assistance of the board in the proper execution of all the duties imposed upon him.

NIGHT-SCHOOLS.

"On the 28th of November, 1854, a permanent organization of citizens was formed for the purpose of carrying on a night-school, which had for some time previous been in operation. From the above date until last fall the association had continued in operation, quietly but usefully conducting through every winter a school which has been

numerously attended by young men whose daily pursuits debarred them from the advantages of the public schools. The expenses of the night-school were defrayed from voluntary contributions of benevolent citizens, aided by a small charge made to each pupil, and by a yearly contribution from the board of public education.

"The teachers had at all times been mainly derived from the corps of teachers of the public schools, aided by the personal attendance and assistance of members of the association. The ranks of the generous contributors have, however, been thinned by death, while age, infirmity, and pressing occupations have lessened the number of active participants from among the members. It was, therefore, highly opportune that during the past winter a proposition should have originated in the board to establish night-schools in different sections of the city, and to assume the control of the one which had been so long in operation.

"With the growth of the city, and especially its manufacturing interests, increases rapidly the number of those to whom the night-school would prove a blessing, and it is eminently proper that the board of public education should extend to them the advantages of its means and its organization.

"Of the night-school association the board has always been the generous ally, and will, I doubt not, prove more powerful and efficient as its successor in its field of labor. Four night-schools, under the charge of a special committee, have been conducted for varying periods during the past winter. They were held respectively in the basement of the Wilmington Institute, Pusey & Scott's building, (corner of Third and Tatnall streets,) Phoenix engine-house, (corner of Twelfth and King streets,) and Madley Chapel, (south of the Christiana.) It is proper also to recognize in this place the generosity which placed all of these buildings free of expense at the service of the committee.

"The committee report the number of pupils registered in all the night-schools as 275.

Total estimated expense	\$685 40
Cash received for use of books	259 25
Cost per pupil, (approximative).....	2 49

"The pupils manifested much interest in all efforts to improve their minds, and the teachers deserve commendation for the manner in which they performed their duties.

"The cost of tuition for each pupil, calculated upon the actual number of pupils in our schools at the present time, and including cost of books, fuel, repairs, interest, &c., has been for the past year \$12.77. The cost of tuition simply, including books, \$9.80; cost to each pupil for miscellaneous expenses, \$2.97. Total value of city school property, as estimated by the treasurer, \$173,395.20."

Dr. Bullock, from pressure of private business, declined a re-election to the board.

ORGANIZATION OF THE NEW BOARD OF PUBLIC EDUCATION.

The new board of public education elected Colonel Arthur H. Grimshaw president, and Joseph L. Kilgore, esq., secretary.

SUPERINTENDENT OF PUBLIC SCHOOLS.

When Mr. David W. Harlan was first appointed superintendent of schools he was required, in addition to his duties as superintendent, to act as principal of school No. 1, and as secretary of the board of education. As the members of the board gradually realized the importance and amount of the work devolving upon the superintendent, they have relieved him from all other cares, leaving him at liberty to devote his whole time to the duties incident to his position.

NEW PRIMARY SCHOOL-BUILDING.

During the year the new school-building south of the Christiana, referred to in Dr. Bullock's report, has been completed, and will be opened for use January 30, 1873. This is a primary school, and will accommodate 300 pupils. This increases the number of public schools to 15.

INCREASE OF TEACHERS' SALARIES.

On December 9, 1872, the board voted to increase the salaries of the lower grade of teachers, the salary of 22 being raised from \$300 per annum to \$360, and that of 9 from \$330 to \$360. The question of increasing other salaries was postponed for future consideration.

The Saturday normal school has had an average weekly attendance during the year of 33 teachers, the whole number enrolled being 63. The interest and attendance are increasing.

SCHOOL NO. 1.—SCIENTIFIC LECTURES.

When the girls' school No. 1 was moved to the new building in French street, in October, 1871, a boys' department was added, and the number of teachers increased from 2 to 9. The school possesses new and well-selected apparatus for illustrating physiology, natural philosophy, and chemistry.

A series of lectures upon natural philosophy and chemistry was delivered during the winter by Colonel A. H. Grimshaw, president of the board of education, and a series of lectures upon botany was given in the spring by William Canby, esq.

FREE-HAND DRAWING TAUGHT IN PUBLIC SCHOOLS.

During the past year Bartholomew's system of free-hand drawing has been taught in all the public schools of Wilmington.

MUSIC.

Lessons in vocal music have also been given on one day in the week at each school, by Mr. J. N. Clemmer, who has received from each scholar one cent a week as compensation. The board have not yet decided to place vocal music upon the list of regular studies, and have made no provision for it other than having permitted Mr. Clemmer to teach in this way the past few months.

PRIZES OFFERED TO GRAMMAR-SCHOOL PUPILS.

Three prizes in each school, for excellence in scholarship, were offered to the scholars in the girls' grammar school and in the boys' grammar school. The value of these are \$20, \$18, and \$12. They are awarded at the end of the summer term, and are to be given, for three years, by Mr. J. T. Heald and Mr. H. B. Seidel, citizens of Wilmington.

The improvement of the schools of the city has been most gratifying during the past year.

DOVER.

The academy which the Methodist Episcopal conference decided last year to build at Dover, upon land given by some of the citizens, has not yet been built, but the purpose is still held, and \$35,000 of the proposed \$100,000 have already been subscribed. A meeting in regard to it is now to be held, and a charter is to be asked from the legislature this winter; the trustees expect to be able to commence building during the coming year.

NEW CASTLE.

A brief account of the common lands left by William Penn and his heirs to the town of New Castle, for the purpose of the education of its inhabitants, was given in the report for 1871.

The statement of the trustees of the New Castle common lands, from March 25, 1871, to March 25, 1872, shows an annual income of about \$10,000, with direct expenditures for school purposes during the year ended March 25, 1872, of \$3,175.

EDUCATIONAL INSTITUTIONS.

The statistics of the Delaware College at Newark will be found in the table of college statistics at the end of this volume.

There are quite a number of chartered academies, and of private, select, and classical schools in the State; indeed, except in the grammar schools of Wilmington, there is little other opportunity for the children of the State to obtain any training above that of the district schools.

The list of such of these academies and private schools as have been obtained will be found in the statistical tables of institutions of secondary instruction.

EDUCATION OF COLORED CHILDREN IN DELAWARE.

No provision is made for the education of colored children by either the State or town authorities.

A benevolent society, called "the Delaware Association for the Moral Improvement and Education of the Colored People," whose headquarters are at Wilmington, has been for the past few years aiding the efforts of the blacks to obtain schools for their children. The following account of the work of the society during 1872 has been prepared for this report by the efficient actuary of the society, Miss Abbie Peckham, of Wilmington.

STATEMENT.

The withdrawal of assistance by the Freedmen's Bureau at Washington, as well as by the friends of general education, (including a donation, continued for some years, from the patrons of the cause in England,) has been felt seriously in carrying on our work for the past two years. Almost entirely cut off from all the sources from which our income had hitherto been drawn, we have been obliged to depend, in a great measure, upon localities where schools already existed, or have since been established, for their pecuniary support. We have, however, received an appropriation from the city of Wilmington, through the board of public education, to the amount of \$1,000, during 1872.

NUMBER OF SCHOOLS IN CHARGE OF THE ASSOCIATION.

The past year, eighteen schools, including the Howard School at Wilmington, have been under the supervision of this association. They were located as follows: Wilmington, Seaford, Smyrna, Christiana, Odessa, Milford, Laurel, New Castle, Milton, Newark, Summit Bridge, Mount Pleasant, Dutch Neck, Slaughter Neck, Frederica, Fieldsborough, Middleton, and Concord.

The length of the school term varied in different localities from two to nine and one-half months, according to the pecuniary ability of the people and their interest in education.

Twenty-one teachers were employed, all females except one, and all colored except the principal of the Howard School in Wilmington.

WORK OF THE ASSOCIATION.

This association has aided in the selection of teachers, provided a supply of suitable school-books at cost prices, and paid toward the salaries of teachers, outside of Wilmington, sums varying from \$3 to \$8 per month, according to the need of schools at different localities. In Wilmington, salaries of the teachers of the Howard School have been paid entirely by the association.

NUMBER OF SCHOLARS

In the month of January, 1872, the total enrollment in all our schools was 984, and the average attendance 858.

Of the total enrollment, 824 were reading and spelling, 756 writing, 445 studying arithmetic, 445 geography, 63 grammar, and only 160 were in the alphabet and primer.

Estimating the changes which have occurred on our rolls, we find that about 1,500 different pupils have been taught in our schools the past year.

Of this number, about two-thirds were males, and nearly one-half were over sixteen years of age.

Except in a single case, the actuary has visited each school at least once during the term. Those most convenient have been seen more frequently.

The amount collected and expended by the association for teachers' and actuary's salaries, rent of office, purchase of school-books, &c., has been about \$2,500.

The amount collected and expended by the colored people for the board and salaries of teachers, and the purchase of school-books, has been about \$2,400, which does not include incidental expenses of fuel, repairs on school-houses, &c.; the total expenditure for the year in the prosecution of the work being over \$5,000.

INCREASED INTEREST IN SCHOOLS SHOWN BY COLORED PEOPLE.

The colored people have manifested an increased willingness and ability to assist in the support of their schools, the amounts voluntarily contributed by them toward the salaries of teachers having shown a gradual increase. At the commencement of the association's labors in 1867, they paid nothing toward salaries, and in some cases not the teachers' board. They now, in all cases, pay the board and part of the salary, their contributions having risen from a range of \$6 to \$9 per school per month in 1870-'71, to a present range of \$6 to \$15.

Throughout the State there is a marked decrease of unfriendliness toward our work exhibited by the white people. This is evident from the more friendly feeling manifested toward our teachers, and by an increased disposition to assist the colored people in securing their portion of the funds necessary.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Delaware was the thirty-fourth State in population, having 125,015 inhabitants within an area of 2,120 square miles, an average of

58.97 persons to the square mile. This population consisted of 102,221 whites and 22,794 colored. Of these 115,879 were natives of the United States, and 9,136 were foreign-born. Of the native residents of the State 74,540 white and 20,214 colored persons were born within its borders, while of the foreign residents 1,142 were born in Germany, 1,421 in England, and 5,907 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 19,965 persons attended school, and of these 205 were foreign-born. The white male scholars numbered 9,862 and the females 8,908, (an aggregate of 18,770 white scholars.) The colored male scholars were 663, and the female 532, (an aggregate of 1,195.)

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 23,100; of these 2,469 were foreign-born.

Age, sex, and race of illiterates.—Of 1,878 white illiterates reported, from 10 to 15 years old, 1,045 were males and 833 were females; 1,370 illiterate whites between the ages of 15 to 21 (inclusive) were reported, and of these 718 were males and 652 were females; of 8,032 illiterate whites reported, 21 years old and over, 3,466 were males and 4,566 were females. Of 1,785 colored illiterates, from 10 to 15 years old, 925 were males and 860 were females; of 2,065 colored illiterates, 15 to 21 years old, 1,054 were males and 1,011 were females; and of 7,970 colored adult illiterates, 3,765 were males and 4,205 were females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 375, having 147 male and 363 female teachers, (total, 510 teachers,) and a total of 19,575 pupils, 9,093 males and 10,482 females.

Amount and source of educational income.—The total income of all the educational institutions was \$212,712, of which \$120,429 were derived from taxation and public funds, and \$92,283 from tuition and other sources.

Public schools.—The 326 public schools, with 388 teachers, (107 male and 281 female,) possessed an income of \$127,729 for the education of their 16,835 pupils, (7,694 male and 9,141 female,) of which income \$120,429 were derived from taxation and public funds, and \$7,300 from tuition and other sources.

Colleges.—The two colleges reported, with their 15 teachers (7 male and 8 female) and 137 scholars, (17 male and 120 female,) had a total income of \$18,350, derived from tuition and other sources.

Academies.—The 9 academies, with 48 teachers (25 male and 23 female) and 722 pupils, (463 male and 259 female,) had a total income of \$35,200, derived from tuition and other sources.

Private schools.—The 14 private (day and boarding) schools, with 24 teachers (4 male and 20 female) and 482 scholars, (223 male and 259 female,) had a total income of \$11,572, derived from tuition and other sources.

Libraries.—There were 252 public libraries, containing 92,275 volumes, and 221 private libraries containing 91,148 volumes, making a total of 473 libraries, containing 183,423 volumes.

The press.—The 17 periodicals issued had an aggregate circulation of 20,860 copies, and an aggregate annual issue of 1,607,840 copies.

Churches.—Of the 267 church organizations reported, 252 had edifices with 87,899 sittings, and the church property was valued at \$1,823,950.

Pauperism.—Four hundred and fifty-three paupers were reported, of whom 223 were native whites, 180 colored, (native,) and 50 foreigners.

Crime.—Of 66 persons in prison June 1, 1870, 13 were native whites, 44 colored natives, and 9 were foreigners; 145 criminals were convicted during the year.

Age and sex of population.—Of the total population of Delaware, 39,807 persons were from 5 to 17 years old, (inclusive;) of these 20,185 were males and 19,622 females; 92,586 persons were 10 years old and over, and of these 46,274 were males, and 46,312 females.

Occupations.—Forty thousand three hundred and thirteen persons of these ages (34,306 males and 6,007 females) were engaged in various occupations; 15,907 males and 66 females (15,973 persons) were engaged in agricultural pursuits; 11,389 persons (6,615 males and 4,774 females) in professional and personal services; 3,347 males and 90 females in trade and transportation; and 9,514 persons (8,437 males and 1,077 females) in manufactures and mechanical and mining industries.

Age and sex of working population.—Of these 40,313 employed persons (2,181 males and 1,231 females) a total of 3,412 were between the ages of 16 and 59, (inclusive, and 2,575 persons (2,323 males and 252 females) were 60 years old and over.

FLORIDA.

[From report of Hon. Charles Beecher, State superintendent of public instruction, for the year ended September 30, 1871.]

PROGRESS OF FREE SCHOOLS.

The year between September 30, 1870, and October 1, 1871, may be described as, on the whole, a year of progress, in spite of checks and hinderances. The system of free schools on its adoption the previous year appeared, in the language of Mr. Chase, then superintendent, "to have reconciled, for the first time in the history of the educational legislation of the South, the extreme views of conflicting parties and interests."

PRESENT OUTLOOK OF THE SYSTEM.

Instead of fifteen counties that failed the year previous to levy a school tax, we have to report but four. Instead of thirteen counties wanting organized boards of public instruction, we have only one. Instead of eleven counties wanting superintendents, all but two are now supplied. Instead of 250 schools, with 7,500 pupils, we report 331 schools, with 14,000 pupils. Such an advance would be creditable in a year when circumstances were favorable; much more, occurring in a year when such serious causes of hinderance existed.

The conduct of the people of the State in regard to taxation for schools has been praiseworthy. Although the law limited the rate of taxation to one mill, several counties assessed a tax of one and a half mills, and the people paid cheerfully. Although the subject of taxation has been misunderstood, though financial embarrassment, losses, and impoverishment have weighed heavily upon the community, yet there appears to have been a willingness on the part of the people, with comparatively few exceptions, to be taxed for the support of schools. The returns from the several counties are incomplete.

SCHOOL TAXATION AND REVENUE.

The amount collected is shown to be about 82½ per cent. of the amount assessed. Allowing the same rate of loss in collecting the State tax of one mill, or 17½ per cent., we have \$28,516.43 as the approximate amount. Adding this to the amount raised by the counties, we have a total of \$70,234.07 raised by taxation for the support of schools. In addition to this, much has been done to aid the work by private contributions among the patrons, of which our reports are very meager. In eight counties the sum of \$8,777 has been thus given, over and above the taxation—either in land, rents, board of teachers, or money.

SCHOOL POPULATION AND ATTENDANCE.

The whole number of youth in the State between the ages of 4 and 21 is 62,869. The number enrolled in schools is 14,000. Four-fifths, nearly, of those between 4 and 21 remain as yet unreached by the system. In a State like Florida, however, the proper school age would be between 5 and 17. On this basis the proportion enrolled in schools would probably be much greater, and considering the newness of the system, the sparseness of the population, and the limited means at our disposal, it is encouraging to have already reached with the benefits of education one-fifth of the children of the State. At the same time the spectacle of four-fifths of the youth of the State growing up in ignorance should spur us on to greater efforts, and demonstrate to all the absolute necessity of providing for the payment by the State of the interest on the school-fund.

LENGTH OF SCHOOL—TEACHERS' SALARIES.

The average duration of schools has been four and two-thirds months. The average salary of teachers, \$30 per month.

SEMINARIES.

It would be pleasant to speak of the prosperous condition of the schools now in operation, especially of the East and West Florida seminaries, now so ably conducted by experienced instructors, and numerously attended. We are compelled, however, to

defer these until our next report. The attention of the legislature is called to the fact that the seminary at Tallahassee is now under the care of the Leon County board of public instruction, while the other, at Gainesville, is independent of the State system.

It is also to be stated that when the West Florida seminary closed, previous to placing itself under the county board of public instruction, the trustees were unable, from causes beyond their control, to pay the instructors' salaries. Much inconvenience and suffering have been the result, to a corps of teachers of high character, who had faithfully discharged the duties assigned them. It is recommended that an appropriation be made to pay these claims in full.

SCHOOL LAW, WITH PROPOSED AMENDMENTS.

The school law, as a whole, has worked well, and has commended itself increasingly to the confidence of the people. A few slight amendments have been suggested as desirable to obviate defects and perfect the system.

1. It is recommended that county boards of public instruction be limited to three members. Thus their efficiency will be increased and expenses diminished. 2. It is recommended that the census of youth be taken by the superintendent of schools once in five years. This will fall in with the regular duties of the superintendent, leading him to a more thorough visitation of the county, and will diminish the expense, while giving more reliable results. 3. It is recommended that the clerk of the court be required to report quarterly all fines to the superintendent of schools, and in case of neglect or refusal, be made to pay a fine equal to the whole amount.

TEXT-BOOKS.

Great difficulty has arisen from the want of a uniformity in the text-books used. The regulations provided for the use of a graded series of text-books, but the trouble has been that many families were too poor to provide their children with suitable books. The consequence has been that the pupils bring to school a most miscellaneous collection. There is no uniformity observable in the use of any work, except perhaps Webster's Elementary Spelling-Book. The question arises whether, in this condition of affairs, it is not incumbent upon the State to furnish the text-books for the use of pupils in need of such aid, leaving those who desire to do so to furnish their own books.

The following additional facts are from the report of the Hon. Charles Beecher, superintendent of public instruction, for the year ended September 30, 1872:

INCREASING INTEREST IN SCHOOLS.

"During the past year many circumstances have existed unfavorable to the progress of education. The failure of the crops, the imperfect collection of revenue, the inadequacy of legislative appropriations, the excitement of the presidential and State elections, with other causes which need not be mentioned, have tended in some degree to embarrass the efforts of the friends of common schools.

"It is an evidence of the inherent vitality of the system, and of the increasing hold it is gaining upon the popular mind, that, in spite of these obstacles, a manifest advance has been made, both in the number of schools, the aggregate of pupils, and in the number and qualifications of the teachers employed.

SCHOOLS AND ATTENDANCE.

"In my last report, the whole number of schools in the State was given at 331. The establishment of 113 additional schools raises this number to 444, an increase of more than one-third. The aggregate of pupils has also increased from 14,000 to 16,258. The ratio of pupils enrolled in the common schools last year was about one-fifth of the youth between 4 and 21. This year it is over one-fourth. If it is saddening to reflect that three-fourths of the youth of the State are yet unreached by the educational system, it is surely encouraging to know that the ratio is so rapidly changing. A similar rate of increase, could it be secured, would in less than twenty years enroll every child in the State in the public schools.

SCHOOL-FUNDS.

"The interest on the common-school fund apportioned among the several counties the past year amounted to \$15,784.53. It is impossible to say what the warrants for this amount have realized. If 60 cents on the dollar be taken as the probable average value, the amount would be \$9,470.80. From the extremely defective character of the returns, it is impossible to state *with precision* the amount raised by taxation in the

several counties. Including the one mill constitutional tax the amount may be estimated at about.....	\$75,000 00
Add to this private contributions, about.....	10,000 00
Received from the Peabody fund.....	7,350 00
Interest on school-fund.....	9,470 80

And the total amount is 101,820 80

"This divided among all the children of the State is at the rate of \$1.64 per head.

AID FROM THE PEABODY FUND.

"The aid derived from the Peabody fund is of peculiar value, because it is so distributed as to sustain schools for about ten months in places where they become models of what good schools ought to be. The following is a list of places so benefited :

Saint Augustine.....	\$1,300
Tallahassee.....	1,000
Gainesville.....	1,000
Key West.....	1,000
Monticello.....	700
Pensacola.....	600
Lake City.....	500
Tampa.....	450
Quincy.....	300
Ocala.....	300
Appalachicola.....	200
	<u>7,350</u>

STATE AGRICULTURAL COLLEGE.

"On the 20th day of March, 1872, in accordance with the law establishing the Florida State Agricultural College, approved February 17, 1872, Hon. Charles Beecher, Hon. J. T. Walls, Hon. W. D. Bloxham, Hon. Robert Meacham, Hon. John Varnum, and J. S. Adams, of the corporators named in said act and constituting a majority thereof, assembled in the office of the superintendent of public instruction, in the capitol, at Tallahassee, and perfected the organization of said corporation by electing officers as follows :

"Hon. Charles Beecher was chosen president, Hon. W. D. Bloxham was chosen vice-president, J. S. Adams was chosen secretary and treasurer, and J. S. Adams, John Varnum, Robert Meacham, J. T. Walls, and Peter Knowles were chosen to serve as an executive committee."

EAST FLORIDA STATE SEMINARY.

This seminary comprises three departments—primary, preparatory, and collegiate. Tuition in all the departments is free. The male department is arranged with a view of giving young men a practical education, and preparing them to enter the freshman, sophomore, or junior class in any college or university.

PEABODY FUND.

The sixth report of the agent of the fund contains the following with regard to Florida: "The public-school system of this State, during the three years of its history, has had unusual difficulties to contend with. The simple fact that it survives these hinderances, and even makes steady advances, is in itself a proof of its excellence as well as vitality. The number of pupils is nearly twice as many as it was the previous year. The number of counties which failed to levy a school tax is only four, whereas it was fifteen the year before. Some counties taxed themselves two or three times as much as the law required, yet there was no complaint. The total amount of taxes actually collected was a little over \$70,000. Besides this, about \$60,000 interest on the school-fund have been nominally distributed to the counties, but it was in the State bonds, which are worth only 33 cents on the dollar.

"*Attendance.*—The number of children of school age is 67,869, of whom a little more than one-fifth are enrolled in the public schools. The average length of these schools, 331 in number, is 4½ months.

"*Expenditures.*—During the past year something over \$7,000 was expended from the fund in aiding the schools of twelve cities and towns."

The superintendent of Key West writes: "The schools have done much toward eradicating the prejudice formerly existing among the better classes against the system of free schools."

WASHINGTON COUNTY.

A letter from W. Lumpkin Raly, of Vernon, Washington County, contains the following statements in regard to education in that county :

"The board of public instruction for this county was organized in July, 1869, and a county superintendent was appointed by the governor. This officer traveled over the county and reported sixteen sites where schools could be located. The board then attempted to start schools under the direction of Mr. C. T. Chase, then State superintendent. It however proved impracticable, until the board of county commissioners announced that they would raise money to pay one-half the tuition for the first three months, leaving the patrons to pay the other half. The next impediment was a want of teachers, (something yet needed.) About half the schools in the county started under these auspices.

"No public money was received for distribution during the next year—1870—and the course of the schools dragged heavily on. Mr. Chase died, and public schools began to be spoken of as a farce. Only two or three schools were kept up in this county, and they by the patrons alone.

"In the spring of 1871, after the Rev. Charles Beecher entered upon the duties of his office as State superintendent, the board again met, new inducements and reasons for encouragement were held out, and the educational interests of the county assumed a new aspect.

"Up to the time at which this account commences, there had never been anything meriting the name of academy or normal school. The schools were kept in small cabins, out-houses, and sometimes in dwellings, by itinerant teachers, who scarcely ever professed to teach anything higher than Webster's spelling-book, and arithmetic as far as compound numbers. In 1869 the first frame school-house in Washington County was built, near Vernon, the county seat, and another at the village of Orange Hill. In these schools arithmetic, geography, and kindred branches are taught. Two academies are now in process of erection. Several young men, natives of the county, who have obtained an education in neighboring counties, expect to teach in the schools of our county."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Florida was the thirty-third State in population, having 187,748 inhabitants within an area of 59,268 square miles, an average of 3.17 persons to the square mile. This population consisted of 96,057 whites, 91,689 colored, and 2 Indians. Of these, 182,781 were natives and 4,967 were foreign-born. Of the native residents of the State, 52,594 whites, 56,960 colored and Indians were born within its borders; while of the foreign residents 597 were born in Germany, 399 in England, and 737 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 12,778 persons attended school, and of these 21 were foreign-born. The white male scholars numbered 4,195, and the females 4,059—total, 8,254. The colored male scholars numbered 2,241, and the females 2,283—total, 4,524.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 71,803, of whom 568 were foreign-born.

Age, sex, and race of illiterates.—Of the 18,904 white illiterates reported, 5,083 (2,691 males and 2,392 females) were from 10 to 15 years old; 4,345 (2,146 males and 2,199 females) were from 15 to 21 years of age; and 9,476 (3,876 males and 5,600 females) were 21 years old and over. Of the 52,894 colored illiterates reported, 7,703 (4,190 males and 3,513 females) were from 10 to 15 years old; 10,333 (4,957 males and 5,376 females) were from 15 to 21 years of age; and 34,858 (16,806 males and 18,052 females) were 21 years old and over. Five male Indian illiterates, 21 years old and over, were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 377, having 482 teachers, (254 males and 228 females,) and a total of 14,670 pupils, 6,788 being males and 7,882 females.

Amount and source of educational income.—The total income of all the educational institutions was \$154,569, of which \$6,750 were derived from endowment, \$73,642 from taxation and public funds, and \$74,177 from tuition and other sources.

Public schools.—The 226 public schools throughout the State, with 265 teachers, (169 males and 96 females,) possessed an income of \$76,369, for the education of their 10,132 pupils, (4,674 males and 5,458 females,) and of this income \$4,000 were derived from endowment, \$61,552 from taxation and public funds, and \$10,837 from tuition and other sources.

Academies.—The 10 academies reported, with 32 teachers (16 male and 16 female) and 560 pupils, (318 males and 262 females,) had a total income of \$11,005, of which \$2,100 were derived from endowment, \$4,870 from taxation and public funds, and \$4,035 from tuition and other sources.

Private schools.—The 135 private day and boarding-schools, with 167 teachers (67 males and 100 females) and 3,493 pupils, (1,633 males and 1,860 females,) had a total income of \$61,015, of which \$7,220 were derived from taxation and public funds, and \$53,795 from tuition and other sources.

Libraries.—There were reported 75 public libraries, with 25,374 volumes; also 178 private libraries, with 87,554 volumes, making a total of 253 libraries, containing 112,928 volumes.

The press.—The 23 periodicals issued had an aggregate circulation of 10,545 copies, with an aggregate annual issue of 649,220 copies.

Churches.—Of the 420 church organizations, 390 had edifices, with 78,920 sittings, and the church property was valued at \$426,520.

Pauperism.—One hundred and forty-seven paupers were reported, of whom 80 were native whites, 62 native colored, and 5 foreigners.

Crime.—Of 179 persons in prison June 1, 1870, 20 were native whites, 156 native colored, and 3 foreigners; 335 persons were convicted during the year.

Age and sex of population.—Of the total population of the State, 63,897 persons were from 15 to 18 years of age, and of these 32,873 were males and 31,024 females; 131,119 were 10 years old and upward, and of these 65,673 were males and 65,446 were females.

Occupations.—There were 60,703 persons of these ages engaged in various occupations, and of these 50,877 were males and 9,826 females; 42,492 persons were engaged in agricultural pursuits, and of this number 36,944 were males and 5,548 females; 10,897 were engaged in professional and personal services, 6,892 males and 4,005 females; 3,023 were engaged in trade and transportation, 3,016 male and 7 females; 4,291 were engaged in manufactures and mechanical and mining industries, of whom 4,025 were males and 266 females.

Age and sex of working population.—Of these 60,703 employed persons, 4,107 males and 1,100 females (5,207 in all) were from 10 to 15 years old; 44,262 males and 8,450 females (52,712 in all) were from 16 to 59 years old; and 2,508 males and 276 females (2,784 in all) were 60 years old and over.

SCHOOL OFFICIALS.

HON. CHARLES BEECHER, *State superintendent of schools, Tallahassee.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office address.	County.	Superintendent.	Post-office address.
Alachua	S. F. Halliday	Gainesville.	Levy	W. A. Shands	Bronson.
Baker	J. W. Howell	Sandersen.	Liberty	Niel Black, jr.	Blue Creek.
Bradford	J. K. Richard	Providence.	Madison	D. Eagan	Madison.
Brevard	James Paine, sr.	Indian River.	Manatee	John F. Bartholf. ...	Manatee.
Calhoun	H. J. Yearty	Abe's Springs.	Marion	H. W. Locke	Ocala.
Clay	O. Buddington	Green Cove.	Monroe	James W. Locke	Key West.
Columbia	A. H. Hutchinson	Lake City.	Nassau	J. C. Emerson	Fernandina.
Dade	Octavins Aimar	Miami.	Orange	N. W. Prince	Orlando.
Duval	W. H. Christy	Jacksonville.	Polk	W. B. Varn	Bartow.
Escambia	A. J. Pickard	Pensacola.	Putnam	E. R. Chadwick	Platka.
Franklin	F. B. Wakefield	Apalachicola.	Santa Rosa	O. Bronson	St. Augustine.
Gadsden	Samuel Galloway	Quincy.	Saint John's	James A. Chaffin	Milton.
Hamilton	Samuel McInnis	White Spring.	Sumter	A. P. Roberts	Leesburgh.
Hernando	T. S. Corgler	Brooksville.	Suwannee	M. M. Blackburn	Live Oak.
Hillsborough	W. F. White	Tampa.	Taylor	J. H. Wentworth	Shady Grove.
Holmes	W. W. Brown	Cerro Gordo.	Volusia	C. H. Spencer	Fort Orange.
Jackson	D. L. McKinnon	Marianna.	Wakulla	J. S. Moring	Crawfordsville.
Jefferson	R. C. Loveridge	Monticello.	Walton	Duncan G. McLeod	Uchce Anna.
La Fayette	W. D. Sears	New Troy.	Washington	Thomas Hannah	Vernon.
Leon	J. Anderson	Tallahassee.			

GEORGIA.

[From the report of the State school commissioner, Hon. Gustavus J. Orr, made July 17, 1872.]

CONDITION OF EDUCATION.

The commissioner says: "The utter lack of school-funds and that provision of the school law, passed at the last session, which postpones the decision of the question of local taxation till the fall term of the respective superior courts, have prevented the inauguration of schools very generally throughout the entire State."

SCHOOL LAW.

The commissioner, after a statement of the condition of the school finances of the State, proceeds to consider the defects of the present school law. Some of the changes in the school-law recommended by the commissioner are as follows: "Let a new section be prepared, giving to the county board of each county the power to authorize the levy of a tax upon the property of the county, for the support of primary schools, that is schools in which there shall be taught the following branches of learning: spelling, reading, writing, English grammar, arithmetic, and geography, and making it their duty to authorize the levy of said tax, whenever they are satisfied, by having submitted the question to a popular vote, or in any other way, that the people of the county desire the tax to be levied.

"For supporting a system of graded schools ranging from the primary to the classical and mathematical high school in any sub-district of a county, let the same board have the right of authorizing the levy of a tax upon the property of the sub-districts, to be exercised when satisfied, by the same means as has already been suggested in the case of the primary schools, that it is the wish of the people of the sub-districts. And when pupils residing without the limits of the sub-district may attend such a school let them be required to pay such rates of tuition as may be fixed by the county board.

"This provision will fully meet the wants of the villages and larger towns, and render special legislation unnecessary, except in the case of the large cities.

"Let the same section provide also for the building of school-houses, giving the county board authority to have them built, either by the voluntary labor of the citizens of the sub-district to be served, or by a tax on the property of the sub-district.

"And when the latter method is adopted, let the law provide that any tax-payer may work out the amount of his tax, if he desires to do so, at such rates of compensation for his labor and under such supervision as the county board may prescribe.

"As indicated in the foregoing recommendation, I am firmly persuaded that to make our public-school system successful, it must be mainly sustained by local taxation, levied by the voluntary action of the people.

A GENERAL PUBLIC-SCHOOL SYSTEM.

"I think it our true policy to make the public-school system as general as possible throughout the State, and am not inclined to recommend anything that would militate against that policy. If the general assembly should think that there are localities in the State where it is altogether impracticable to establish public schools, it would perhaps be advisable to give the county board the power to levy a tax in such counties for the education of the indigent; to decide, from the best sources at their command, who shall be the beneficiaries of this fund, and to fix the compensation which the teachers shall receive for their services. It would also be well to require private teachers in such cases to stand the same examination and have their accounts accredited in the same manner as the law prescribes in the case of the teachers of the public schools before they shall be entitled to receive compensation for their services.

PREJUDICES TO BE REMOVED.

"I know that there are prejudices in the minds of many of the people of our State against the public-school system. Yet I feel confident, if the general assembly will frame and adopt a new law, retaining whatever is good in the old, and incorporating the improvements herein suggested, that we shall be able gradually to introduce and establish a system which will be found practicable and adapted to the condition of our people. Organization, supervision, and the advantage arising from grading pupils, will make the public schools so much better and cheaper than any system of private schools can be, that they will assuredly, by their intrinsic merits, work their own way to successful establishment, if we can only have the patience to give them a fair trial.

Objections have been made, and will still be made, on the ground of the taxation necessary to sustain the system; but when men are brought to understand that in the great increase in the value of property in all communities where good schools are established; in the diminution of crime, and the consequent lessening of the cost of providing the appliances for its punishment and suppression; in the increased security of the rights of property wherever intelligence is generally diffused; in the vastly increased productiveness of every kind of labor, resulting from educated skill in the laborer, and in the stability and perpetuity of political institutions resting upon the basis of virtue and intelligence in the people, the property-holder is interested, and in exact proportion to the amount of property owned, these objections will cease to be raised."

PEABODY FUND.

Of this State the agent of the fund writes as follows: "The school laws have been modified the present year, but they are still imperfect. A competent judge said in a letter written soon after the change was made: 'Our legislators were much behind the general sentiment of our people on the subject. But we shall have a good law and good schools soon.' The commissioner, in an official paper issued April 17, 1872, represents the school fund as in a very unsatisfactory state. Of the \$327,000 which had been paid into the treasury October 1, 1871, \$242,000 were diverted from the legitimate object. The policy of incurring a debt of more than \$300,000 to establish schools was adopted. 'The counties,' he says, 'may rest assured that there is no hope of aid in school operations the present year from the State.'

"We reported last year that the public schools of Savannah had become self-supporting. We can now say the same of Columbus. Such examples show that the Peabody fund does not tend to perpetuate the want which it seeks to relieve. The schools of Atlanta, Augusta, and Brunswick have been assisted with \$5,600; the sum of \$800 has been given to the colored normal school at Atlanta; and two districts have received \$300 each; making \$7,000 in all."

PUBLIC SCHOOLS OF LINCOLN COUNTY.

The first impression of public opinion in this county was decidedly favorable to the cause of public education. But when it was discovered that the State only proposed to maintain the schools three months in the year, with the probability of not being able to do even that, many were disposed to deprecate the meager allowance and to treat the whole system with contempt. A change, favorable to the system, is taking place among the people in reference to taxation by the county, and the county board has recently levied a tax of 50 per cent. on the State tax.

The first and most important reform needed is good and comfortable school-houses, which are wanted in nearly all the districts. The difficulty of procuring sufficient competent teachers will be for some time an impediment to the success of the system, and this fact should urge the legislature to establish one or more normal schools in the State. The necessity and obligation of extending the means of education to the black race are beginning to be very generally appreciated, and in most of the districts the trustees are preparing to open schools for their benefit.

WESLEYAN FEMALE COLLEGE.

This institution was formerly known as the Georgia Female College. In 1844, under a reorganization, the name was changed to Wesleyan Female College. The whole number of graduates since organization is 912.

GREENESBOROUGH FEMALE COLLEGE.

The course of instruction includes four departments—primary, preparatory, academic, and collegiate. Young ladies not desiring to graduate may pursue an eclectic course.

LE VERT COLLEGE.

Le Vert Female College has been in successful operation since 1856. It is endowed with authority to confer degrees, and possesses all the rights and privileges of the most favored female institutions.

SOUTHERN FEMALE COLLEGE.

This is one of the oldest institutions of its class in the South. There have been 250 graduates since the first organization. The college buildings were destroyed by fire in 1863, but the organization of the college was kept up, notwithstanding serious embarrassments, till 1871, when the present college edifice was erected. This institution is conducted as a private enterprise.

MOORE'S ATLANTA ACTUAL BUSINESS COLLEGE.

The object of this institution is to qualify young men for the duties of actual business life. The time required for the complete business course is from eight to sixteen weeks.

GEORGIA INSTITUTION FOR THE DEAF AND DUMB.

The progress of the pupils is highly satisfactory, and the institution is in a flourishing condition. Limit of age of pupils, 7 to 27. Time allowed for course of instruction, six years. It is recommended that where pupils display special ability, they be allowed an additional course of four years.

ATLANTA MEDICAL COLLEGE.

The trustees and faculty announce that this institution enters upon its fourteenth annual session under the most flattering auspices, and its success and permanency are now assured. Under the provision of a law of the State, by which a donation was made toward the building and apparatus of the college, one student from each congressional district of the State is admitted free of charge for professors' tickets. The faculty has determined to extend this gratuity to one additional young man from each congressional district of Georgia, and to one from each congressional district of other States.

SAVANNAH MEDICAL COLLEGE.

The charter of this college is most ample in its provisions, and will confer on its graduates every privilege which any institution is capable of granting.

MEDICAL COLLEGE OF GEORGIA.

The trustees and faculty, in announcing the commencement of the forty-first session of the college, refer with pride to the high status attained by the class of last session. There has been a large annual increase in the number of students since the war. The college museum is one of the most extensive and valuable in the United States.

EMORY COLLEGE.

Emory College is the joint property of the North Georgia, South Georgia, and Florida conferences of the Methodist Episcopal Church South. While it is Methodist in its organization, it is not exclusive or sectarian. The interest of the Williams fund of \$5,000 will be used in paying the tuition of young men of limited means who are preparing for the Christian ministry.

UNIVERSITY OF GEORGIA.

This university has four departments—preparatory, academic, State college department, (embracing agriculture, engineering, and chemistry,) and the law department. The preparatory department, organized as the university high school, is designed for the purpose of training the younger pupils for the academic department of the university. A professorship in the school of agriculture has been endowed by Dr. Terrell, of Georgia. Feeling that the great interest now pervading the public mind on the subject of an improved agriculture calls for special efforts in this department of the university, the trustees have adopted such measures as seem calculated to meet the public wants. Agreeably to the terms of the Terrell endowment, these lectures will be free to the public. It is proposed to establish, in connection with the State college of agriculture and the mechanic arts, which constitutes a part of the University of Georgia, an industrial museum, representing as far as possible all industrial interests. Young men of limited means, to the number of 50 annually, are admitted without payment of tuition fees. As a remuneration to the State they will be expected to engage in teaching in some school in the State for a term of years equal to the time they may have enjoyed the advantages of the university.

ADDRESS BEFORE THE UNIVERSITY OF GEORGIA.

The annual address before the Demosthenian and Phi-Kappa literary societies of the University of Georgia was delivered by Emory Speer, esq., who presented in a most able and convincing manner "The duty of the State to educate the People."

To the inquiry, "Should the State educate the people?" he replies: "To deny this is to mistake the very object for which government was designed. What is the object of

the social bond? Protection to life, liberty, and property; organized encouragement to morality and virtue. Does ignorance further these objects? If not, then surely government, the constituted guardian of society, should wage an eternal warfare with ignorance.

EDUCATION VERSUS CRIME.

"The State should educate the people as a preventive of crime. The statistics of all countries show that the majority of criminals are entirely uneducated. Those countries where there is the least education among the masses show the greatest degree of crime; and in proportion as the people are educated they are free from crime. Sin invariably follows ignorance, while thrift and morality are the inseparable companions of intelligence.

INTELLIGENT PRODUCTIVE POWER.

"The State should educate the people, to increase its agricultural and mechanical productive power. The increase of productive power is a problem of the most gigantic importance. An intelligent man can do more work than an ignorant man. Intelligent minds are more inventive than ignorant minds. Increase intelligence and you multiply inventions. Almost every industrial pursuit is now dependent upon science. If government will diffuse knowledge among the people, it pours into their laps a cornucopia of substantial blessings.

EDUCATION THE PRESERVATIVE OF LIBERTY.

"The State should educate the people, that they may preserve inviolate the holy rights of civil liberty. The necessity of popular education to destroy the despotism of ignorance is nowhere so manifest as in that State where the people enjoy what are called free institutions, based upon the right of universal suffrage. Intelligence and virtue are, of all things, the most indispensable to the success of republican forms of government, and since education is the only universal means of imparting these, the necessity of general education will be admitted. The admission is very well, but it amounts to nothing if it gives birth to no action in the cause of education.

INTELLIGENT JURIES.

"The State should educate the people, to preserve that ancient bulwark of personal right and freedom—trial by jury. Lord Brougham tells us government itself depends upon twelve good men in a box. It is an inherent right of the citizen to be tried by his peers. Let the law, then, make all men peers in the noble aristocracy of intellect, and we will hear no more of ignorant juries and unfair trials.

EDUCATION IN GEORGIA.

"What has Georgia done for the cause of education? The State has attempted great things, but has accomplished very little. Systems of public instruction have incumbered our statute-books. They have been abandoned and forgotten. Appropriations have been made for educational purposes, and county officials have not thought enough of the cause to apply to the treasury for the county funds. In 1849, a law existed giving \$20,000 to be divided among the several counties of the State, to establish schools for poor children. Thirty-two counties failed to make any return of their poor children, thereby voluntarily relinquishing their claims on the State.

COMPARATIVE ILLITERACY.

"The Bureau of Education has published a map showing the comparative degrees of illiteracy in the States of the American Union. On this map the State of Georgia presents a very somber appearance. In 1850, 20 per cent. of the white adult population were unable to read and write. In 1860 the population had increased, and the illiterates were reduced to about 18 per cent. The State has, at times, appropriated sums of money to this cause; but the smallness of the appropriations and the indifference of the people have hitherto confounded the designs and dashed the hopes of the friends of education, and we have had no systems of common schools. The school law is now in the hands of the legislature for revision, and we, with justice, may hope that the time will soon come when every child in Georgia will enjoy the priceless boon of free education.

THE RULE OF IGNORANCE.

"The University of Georgia furnishes an example of the disastrous results of the government of ignorance. In the year 1784, the revolutionary statesmen and soldiers of Georgia set apart 40,000 acres of land as a permanent endowment to this university, and declared that these lands should never be appropriated to any other purpose whatever. In 1795, the college was chartered. In 1798, the constitution of the State made it the imperative duty of the legislature to provide for the permanent endowment of the university and for the permanent security of its funds. These duties have never been performed, and the university to-day only receives from the State the interest on certain funds loaned to the State by the college. In 1815, the legislature sold the college lands for \$150,000. They took \$50,000 of this to reimburse themselves for their advances to the college. The remaining \$100,000 were invested in bank stock, which the legislature took and bound themselves to pay the interest to the university. This has been done. Had the lands remained in possession of the university, the chances are that she now would have rejoiced in an endowment of \$1,000,000. Is this the liberality toward the cause of education which our fathers intended? Yet this is the 'Empire State' of the South.

THE POWER OF EDUCATION.

"Listen to the words of an illustrious son of Georgia, the Hon. Herschel V. Johnson: 'Education is the friend of the State. It will elevate the people. It will diminish crime and the expense of executing the law. It will dignify and open new channels for capital. It will disinter the mineral wealth of the State, and add millions to the productions of agriculture. Away, then, with that narrow stinginess which begrudges a dollar to such a cause, while it is often wasteful of thousands upon objects that possess little or no merit.'"

ATLANTA.

INAUGURATION OF THE PUBLIC-SCHOOL SYSTEM.

An act passed the legislature of Georgia September 30, 1870, empowering the mayor and council of the city of Atlanta to establish and maintain a system of public schools within said city, and to impose and collect the requisite taxes, and to issue and negotiate the requisite bonds, or otherwise employ the resources of the city to raise revenue for the establishment of the system of public schools.

In accordance with this act, an ordinance passed the council of the city of Atlanta November, 1870, by which the entire control of the whole system of public schools within the city was placed in charge of the board of education.

For providing the requisite school-houses, furniture, and apparatus, the sum of \$100,000 in 7 per cent. bonds of the city was appropriated. Said bonds were made payable twenty years after the 1st of January, 1871, with interest payable semi-annually in January and July. Under the provisions of these acts, the board appointed B. Mallon, esq., superintendent, and on the 15th of November, 1871, he entered upon the duties of the office.

THE CHANGE TO THE PUBLIC-SCHOOL SYSTEM.

At this time there were in operation in the city thirty-five or forty private schools for white children, in which were taught, as nearly as can be ascertained, 1,200 scholars. These schools were all more or less ungraded, and wanting in proper buildings, and appliances, and supervision, and permanency of character. These continued till January, 1871, when, after an interval of one month, they were superseded by the public schools. The suddenness and completeness of the change from the voluntary schools of the past year to the public schools of the present are unprecedented in the history of the public-school movement in this country.

EXAMINATION OF TEACHERS.

The examination of applicants for the position of teacher in the public schools was held on the 6th and 7th of December. Eighty-three applicants—sixty-six ladies and seventeen gentlemen—were examined, and of these, twenty-three ladies and six gentlemen were elected. The applicants for the place of assistant teacher in the grammar schools were examined in grammar, arithmetic, geography, reading, spelling, writing, and the theory and practice of teaching. In addition to these subjects, applicants for the high schools and principals of grammar schools were examined in Latin, algebra, and geometry.

ESTABLISHMENT OF SCHOOLS.

Between January 31 and February 29 seven public schools were opened, viz, two high schools and five grammar schools for white children. On the 1st of February the board assumed charge of two colored schools, hitherto supported chiefly by, and under the control of, northern missionary societies. This made a total of nine schools under the control of the board. The schools were continuously in session, with the exception of a vacation of one week in May, until the last Friday in June.

NORMAL INSTITUTE.

A teachers' institute was held in the rooms since occupied by the girls' high school, commencing Monday, January 8, and continuing every day during the week. The morning sessions were devoted chiefly to the methods and principles of education and to direct instruction. During the evenings lectures and addresses were delivered by distinguished gentlemen.

This was the first teachers' institute ever held in Georgia. About fifty teachers were in regular attendance, besides many visitors.

NORMAL CLASS.

The weekly meetings of the teachers on Saturday mornings in the normal class, as it is called, have been kept up without interruption since the opening of the schools. All the subjects taught in the schools are discussed here, with special reference to the best method of teaching them. The influence of these meetings has been felt throughout the schools.

COURSE OF STUDY.

The course of study for every grade of school is clearly defined. The course in the grammar schools embraces reading, writing, spelling, arithmetic, grammar, geography, elementary physics, history of the United States and England, elementary drawing, and the reading of simple music.

In the boys' high school the course is: In mathematics, algebra, geometry, and arithmetic reviewed; in language, Latin, (usual preparatory course,) Greek, (optional,) and German; in science, physical geography, natural philosophy, chemistry, and astronomy; in English, rhetoric, composition, and English grammar reviewed.

In the girls' high school the course is similar to that in the boys' school, except that Greek is wholly omitted and French added—a choice being given to the scholars between French and German. The course is also considerably extended in the direction of English literature and literary criticism.

FUND.

The city council agree to furnish to the board of education \$75,000 in cash, in place of the \$100,000 of bonds which the legislature had authorized the city council to issue, for the purpose of building school-houses and inaugurating the public-school system. This amount has been expended, but has been insufficient to provide the school-houses immediately needed. A new grammar school and an additional school for colored children are wanted at once.

EFFECT OF PUBLIC SCHOOLS.

The establishment of the public schools has directly affected the interests of all classes of citizens, and it cannot be expected that all should be at once satisfied. It is essential to the highest success of the public schools that the entire community should be united in their support. Divided as the people are in social life, in politics, and in religion, we need just such a bond of union as the public schools will form and perpetuate. It is almost the only ground that can be made common to all classes.

SAVANNAH.

EDUCATIONAL LEGISLATION.

An act "to establish a permanent board of education for the city of Savannah, and to incorporate the same, and for other purposes," passed the legislature of Georgia, and was approved by the governor March 21, 1866. An amendment, extending all the rights and powers vested in this board to the county of Chatham, was assented to, December 18, 1866. The purpose for which the board is created is stated to be "to devise, establish, and modify from time to time a plan and system of education for white children between the ages of six and eighteen years."

The Catholic schools were also placed under the supervision and charge of this board

COURSE OF STUDY.

The course of study of the city schools is liberal, embracing (for the common schools) geography, reading, spelling, writing, arithmetic, English grammar, and history; to which are added in the high schools, Latin, Greek, physical geography, rhetoric, English literature, natural philosophy, chemistry, algebra, geometry, French, and German.

GROWTH.

At the inception of the school system, the board was fortunate in being able to avoid the great expense of erecting school-buildings. In the infancy of the work in Savannah, two buildings, constructed for educational purposes, were placed at the disposal of the board; subsequently, Chatham Academy, affording fourteen large rooms for schools, office for the meeting of the board, and comfortable quarters for the janitor, was again transferred to the board. When the Catholic schools were consolidated with the public, two large and well-appointed buildings came into the possession of the city. In the original construction of these buildings little attention was paid to ventilation, and this defect is now exciting the attention of the proper authorities.

HOME TEACHERS.

The board also congratulate themselves that they are independent of any foreign aid both as to modes and means of teaching. This is chiefly attributed to the fact that the changed condition of the southern people at the close of the war led many well-educated ladies in their midst to seek positions in the schools. A normal class has been sustained through the year, which has had the effect of increasing the efficiency of the teachers and inspiring them with zeal in their work.

WRITTEN EXAMINATIONS.

The experience of these schools has demonstrated the great importance of written examinations as a test of the true attainments of scholars. Such written examinations are made the basis upon which the diploma of graduation is awarded.

The annual public examinations afford parents an opportunity for showing their interest in the schools. The examinations for 1872 were largely attended; indeed, so great was the pressure at the closing exercises of the girls' high school that it was found necessary to adjourn to the theater.

OBSTACLES TO SUCCESS.

Irregularity in attendance, too frequent recurrence of holidays, and the want of that elevating influence which comes from excellence and elegance in the appurtenances of the school-room, are the chief hinderances to the perfection of the schools of Savannah.

COUNTRY SCHOOLS.

The schools in the country do not compare favorably with those of the city. They are retarded by the sparseness of the population and the distance of many children from the school-houses, the impossibility of gradation, the bad condition of the school-rooms, and the fact that the meager compensation of the teachers is made to depend upon the number of their scholars.

It is a matter of congratulation that for the last two years no aid has been needed from the Pealody fund.

COLORED CHILDREN.

The subject of schools for colored children in the city has long excited the interest of the board, but as the State has as yet contributed no funds to the county for educational purposes, the board has been utterly unable to accomplish anything in this direction.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Georgia was the twelfth State in population, having 1,184,109 inhabitants within an area of 58,000 square miles, an average of 20.42 to the square mile. This population consisted of 638,926 whites, 545,142 colored, 1 Chinese, and 40 Indian persons. Of these 1,172,982 were natives, and 11,127 were foreign-born. Of the native residents of the State, 539,577 whites, 494,364 colored, and 21 Indians were born within its limits, while, of the foreign residents, 2,761 were born in Germany, 1,088 in England, 5,093 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 77,493 persons attended school, and of those 143 were foreign-born. The white scholars numbered 67,142, of whom 33,796 were males, and 33,346 females. The colored scholars numbered 10,351, of whom 4,898 were males and 5,453 females.

Illiteracy.—The number of inhabitants of all races 10 years old and over unable to write, was 468,593, of whom 1,090 were foreign-born.

Age, sex, and race of illiterates.—Of the 124,939 white illiterates reported, 36,497 were from 10 to 15 years old, and of these 19,843 were males, and 16,654 were females; 26,012 were from 15 to 21 years of age, of whom 13,101 were males and 12,911 were females; 62,430 were 21 years old and upward, and of these 21,899 were males, and 40,531 were females. Of 343,637 colored illiterates reported, 64,617 were from 10 to 15 years old, and of these 33,364 were males, and 31,253 were females; 66,108 were from 15 to 21 years old, and of these 31,295 were males and 34,813 were females; 212,912 colored illiterates were 21 years old and over, and of these 100,551 were males and 112,361 females; 7 male and 10 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,880, having 2,432 teachers, of whom 1,517 were males, 915 were females, and a total of 66,150 pupils, of whom 32,775 were males, and 33,375 were females.

Amount and source of educational income.—The total income of all the educational institutions was \$1,253,299, of which sum \$66,560 were derived from endowments, \$114,626 from taxation and public funds, and \$1,072,113 from tuition and other sources.

Public schools.—The 246 public schools throughout the State, with their 327 teachers, 180 of whom were males and 147 were females, were attended by 11,150 pupils, 5,700 of whom were males, and 5,450 females. To educate these they possessed a total income of \$175,844, of which sum \$7,128 came from endowments, \$59,293 from taxation and public funds, and \$109,423 from tuition and other sources.

Colleges.—The 28 colleges reported, with their 133 teachers, of whom 77 were males and 56 were females, were attended by 2,593 students, of whom 973 were males and 1,620 were females. For the education of these students they possessed a total income of \$148,866, of which sum \$36,350 were came from endowment, \$75 from taxation and public funds, and \$112,441 from tuition and other sources.

Academies.—One hundred and twenty-three academies were reported, having 226 teachers, of whom 152 were males and 74 females; they were attended by 6,558 scholars, of whom 3,384 were males and 3,174 females. They possessed a total income of \$161,301, of which \$3,950 were derived from endowments, \$14,648 from taxation and public funds, and \$142,703 from tuition and other sources.

Private schools.—The 1,452 day and boarding schools had 1,670 teachers, of whom 1,060 were males, and 610 females; and 44,548 scholars, 21,965 being males and 22,583 females. They possessed a total income of \$662,933, of which \$9,630 were derived from endowment, \$21,610 from taxation and public funds, and \$631,693 from tuition and other sources.

Libraries.—There were 545 public libraries, containing 162,851 volumes; also, 1,190 private libraries, having 304,381 volumes; making a total of 1,735 libraries, containing 467,232 volumes.

The press.—The 110 periodicals issued had an aggregate circulation of 150,987 copies, with an aggregate annual issue of 15,539,724 copies.

Churches.—Of the 2,873 church organizations 2,698 had edifices with 801,148 sittings, and the church property was valued at \$3,561,955.

Pauperism.—One thousand eight hundred and sixteen paupers were reported, of whom 1,270 were native whites, 507 native colored, and 39 foreigners.

Crime.—Of 737 persons in prison June 1, 1870, 126 were native whites, 597 native colored, and 14 foreigners; 1,775 persons having been convicted during the year.

Age and sex of population.—Of the total population of the State, 407,516 persons were from 5 to 18 years old, 206,026 being males and 201,490 females; 835,929 were 10 years old and upward, and of these 401,547 were males, and 434,382 females.

Occupations.—There were 444,678 persons of these ages engaged in various occupations, of whom 329,185 were males and 115,493 females; 336,145 persons were engaged in agricultural pursuits, of whom 262,152 were males and 73,993 females; 64,083 in professional and personal services, of whom 27,435 were males and 36,648 females; 17,410 in trade and transportation, of whom 17,336 were males, and 74 females; 27,040 in manufactures and mechanical and mining industries, of whom 22,262 were males and 4,778 females.

Age and sex of working population.—Of these 444,678 employed persons, 79,365 persons (53,524 males and 25,841 females) were from 10 to 15 years old; 339,182 were from 16 to 59 years old, of whom 253,458 were males and 85,724 females; 26,131 were 60 years old and over, of whom 22,203 were males and 3,928 females.

LIST OF SCHOOL OFFICIALS.

Hon. GUSTAVUS I. ORR, *State school commissioner.*

COUNTY SCHOOL COMMISSIONERS.

County.	Name.	Post-office.
Appling	E. M. Kennedy	Holmesville.
Baker	T. W. Fleming	Newton.
Baldwin	John Hammond	Milledgeville.
Banks	T. C. Chandler	Homer.
Bartow	R. C. Saxton	Cartersville.
Berrien	James F. Goodman	Nashville.
Bibb	W. D. Williams	Macon.
Brooks	Rev. C. D. Campbell	Quitman.
Bryan		
Bullock	Dr. George W. Sean	Statesborough.
Burke	A. A. H. Bell	Waynesborough.
Burts	E. E. Pound	Indian Springs.
Calhoun	J. J. Beck	Morgan.
Camden	J. M. Arnon	Saint Mary's.
Campbell	J. W. Beck	Fairburn.
Carroll	S. A. Brown	Bowdon.
Catoosa	T. D. Fox	Ringgold.
Charlton	R. C. McKinney	Trader's Hill.
Chatham		
Chattahoochee	C. N. Howard	Cusseta.
Chattooga	W. T. Irvine	Summerville.
Cherokee	M. Puckett	Woodstock.
Clarke	Emory F. Anderson	Watkinsville.
Clay	J. C. Wells	Fort Gaines.
Clayton	Robert Logan	Jonesborough.
Clinch	H. D. O'Quin	Lawton.
Cobb	William F. Groves	Marietta.
Coffee		
Columbia	E. S. Florence	Saw Dust.
Colquitt	Dr. B. S. Watkins	Moultrie.
Coweta	R. E. Pitman	Sharpsburgh.
Crawford	J. W. Ellis	Knoxville.
Dade	J. T. Sells	Trenton.
Dawson	J. J. Bishop	Dawsonville.
Decatur	R. W. Davis	Bainbridge.
De Kalb	W. H. Strickland	Decatur.
Dodge	David M. Buchan	Eastman.
Dooly	O. P. Swearinger	Vienna.
Dougherty	L. E. Welch	Albany.
Douglas	John C. Bowden	Salt Spring.
Early	Joel W. Perry	Blakeley.
Ecobols	J. P. Prescott	Stantonville.
Efingham	Samuel S. Pitman	Springfield.
Eibert	H. J. Goss, Jr.	Elberton.
Emanuel	Josephus Camp	Swainsborough.
Fannin	J. D. McDaniell	Morganton.
Fayette	C. G. Fall	Leonia.
Floyd	M. A. Nevin	Rome.
Forsyth	Isaac S. Clement	Cumming.
Franklin	T. T. Dorough	Carensville.
Fulton	Jethro W. Manning	Atlanta.
Gilmer	N. L. Osborn	Ellijay.
Glascock	G. G. Hyman	Gibson.
Glynn	Dr. J. J. Harris	Brunswick.
Greene	John H. Seals	Greensborough.
Gordon	H. C. Hunt	Calhoun.
Guinnett	J. N. Glenn	Lawrenceville.
Habersham	Thomas J. Hughes	Clarksville.
Hall	Dr. H. S. Bradley	Gainesville.
Hancock	W. H. Bass	Devereaux.
Haralson	William J. Walton	Buchanan.
Harris	Joel T. Johnson	Hamilton.
Hart	Dr. C. A. Webb	Hartwell.
Heard	John J. Bledsor	Franklin.
Henry	Q. R. Nolan	McDonough.
Houston	T. J. Carter	Perry.
Irwin	William O. McRae	Irwinville.
Jackson	G. J. N. Wilson	Jefferson.
Jasper	— Birner	Monticello.
Johnson	Rev. David G. Philips	Louisville.
Johnson	James Hicks	Wrightsville.
Jones	D. W. Lester	Clinton.
Lanrens	W. S. Ramsey	Dublin.
Lee	W. H. Baldy	Starkville.
Liberty	John B. Mallard	Walthourville.
Lincoln	C. R. Strother	Lincolnton.

County.	Name.	Post-office.
Lowndes	A. J. Bepent	Valdosta.
Lumpkin	B. F. Sifton	Dahlonega.
Macon	B. A. Hudson	Montezuma.
Madison	Thomas P. Cleveland	Pauli.
Marion	J. H. Dunham	Buena Vista.
McDuffie	T. M. Stud	Thompson.
McIntosh	S. W. Wilson	Darien.
Meriwether	William T. Revill	Greenville.
Miller	M. D. Johnson	Colquit.
Milton	Thomas L. Lewis	Alpharetta.
Mitchell	M. S. Poore	Camilla.
Monroe	E. M. Hooten	Forsyth.
Montgomery	G. M. T. McLeod	Mount Vernon.
Morgan	W. H. Coroft	Madison.
Murray	S. H. Henry	Spring Place.
Muscogee	N. G. Oaties	Columbus.
Newton	Dr. H. T. Shaw	Oxford.
Oglethorpe	Thomas H. Dozier	Winterville.
Panhandling	G. G. Denton	Dallas.
Pickens	A. P. Mullinax	Jasper.
Pierce	L. H. Greenleaf	Blackshear.
Pike	A. P. Turner	Milner.
Polk	A. Huntington	Cedar Town.
Pulaski	John Laidler	Hawkinsville.
Putnam	W. W. Turner	Eatonton.
Quitman	Joel E. Smith	Hatcher's Station.
Rabun	F. A. Bieckley	Clayton.
Randolph	Thomas A. Colman	Cuthbert.
Richmond	Benjamin Neely	Augusta.
Rockdale	Summers	Conyers.
Schley	J. N. Hudson	Ellaville.
Scriven	W. L. Matthews	Ogeechee.
Spalding	H. E. Morson	Griffin.
Stewart	W. H. Harrison	Lumpkin.
Sumter	William A. Wilson	Americus.
Talbot	W. P. Warthen	Talbotton.
Taliaferro	Henry D. Smith	Crawfordville.
Tatnall	Dr. Robert F. Lester	Reidsville.
Taylor	A. M. Rhodes	Butler.
Telfair	Alex. McDuffie	McVie.
Terrell	L. M. Lennard	Dawson.
Thomas	W. F. Hubert	Thomasville.
Towns	W. R. McConnell	Hiawassee.
Troup	John E. Toole	La Grange.
Twiggs	A. E. Nash	Griswoldville.
Union	Edward D. Rogers	Blairsville.
Upson	J. C. McMichael	Thomaseton.
Walker	D. C. Sutton	La Fayette.
Walton	G. A. Nunnally	Monroe.
Ware	Burrell Smot	Wareborough.
Warren	R. S. Morgan	Warrenton.
Washington	Dr. H. N. Hollifield	Sandersville.
Wayne	A. B. Furden	Scriven.
Webster	Rev. J. H. Caswood	Preston.
White	J. J. Methrin	Cleveland.
Wilcox	Stephen Bowen	Abbeville.
Wilkes	Rev. F. T. Simpson	Washington.
Wilkinson	F. Chambers	Irwinton.
Whitfield	W. C. Richardson	Dalton.
Worth	J. M. C. Holamon	Isabella.

ILLINOIS.

[From the ninth biennial report of Hon. Newton Bateman, State superintendent of public instruction—
comprising the years 1871 and 1872.]

COMMON-SCHOOL FUNDS.

School fund proper, being 3 per cent. upon the net proceeds of the sales of the public lands in the State, one-sixth part excepted.....	\$613,362 96
Surplus revenue, being a portion of the money received by the State from the General Government, under an act of Congress providing for the distribution of the surplus revenue of the United States, and, by act of legislature, made a part of the common-school fund.....	335,592 32
College fund, being one-sixth part of the 3 per cent. fund, devoted to the establishment and maintenance of a State college or university.....	156,613 32
Seminary fund, being the proceeds of the sales of the "seminary lands," originally donated to the State by the General Government for the founding and support of a State seminary.....	59,838 72
County funds, created by an act of the legislature, February 7, 1835, which provided that teachers should not receive from the public fund more than half the amount due them for services rendered the preceding year, and that the surplus should constitute the principal of a new fund, to be called the county school fund.....	348,285 75
Township funds, being the net proceeds of the sale of the sixteenth section in each congressional township of the State, the same having been donated to the State for common-school purposes, by act of Congress, in 1818.....	4,868,555 01
Total common-school funds of the State, September 30, 1872.....	6,382,248 08
Increase on total since 1870.....	225,185 68

FINANCIAL STATEMENT.

Receipts.

	1871.	1872.
Received from two-mill tax.....	\$900,000 00	\$900,000 00
Received from interest on school, college, and seminary funds.....	54,564 93	54,564 93
Received from <i>ad valorem</i> tax.....	4,895,396 92	5,292,942 65
Received from interest on township funds.....	420,218 36	528,811 47
Received from district bonds.....	917,541 29	294,332 90
Received from rents.....	58,602 14	.....
Received from sales of school property.....	16,131 17	11,207 86
Received from fines and forfeitures.....	10,733 02	12,946 06
Received from interest on district funds loaned.....	.....	82,352 37
Received from other sources.....	197,493 72	322,964 52
Total receipts.....	7,470,681 55	7,500,122 76

Expenditures.

	1871.	1872.
Salaries of male teachers.....	\$2,073,666 94	\$2,182,641 75
Salaries of female teachers.....	1,995,946 94	2,156,614 56
Total paid teachers.....	4,069,613 88	4,339,256 31
Sites, buildings, furniture, apparatus, &c.....	1,536,998 54	1,521,343 81
Fuel and incidental expenses.....	500,827 10	613,244 61
Miscellaneous expenses.....	1,036,847 89	1,007,044 51
Total expenses for school purposes.....	7,153,287 41	7,480,889 24

SCHOOL STATISTICS.

Attendance, &c.

Population, according to United States census of 1870.....	2,539,891
Estimated present population.....	3,000,000
Legal school age, 6-21.	

	1871.	1872.
Number of white persons of school age.....	870,703	874,526
Number of colored persons of school age.....	7,714	8,167
Total scholastic population	878,417	882,693
Total in 1870		862,624
Increase		20,069
Number of male pupils enrolled	353,643	345,623
Number of female pupils enrolled	319,144	316,426
Total enrollment	672,787	662,049
Total enrollment in 1870		652,715
Increase		9,334
Average daily attendance	341,686	329,799
Average daily attendance in 1870		339,540
Decrease		9,741
Ratio of total enrollment to scholastic population.....	.766	.75
Ratio of average daily attendance to scholastic population .....	.388	.374
Ratio of average daily attendance to total enrollment.....	.508	.498
Average number of days' attendance for each pupil enrolled	74.5	75.3
Average number of pupils enrolled in each school	60	58
<i>Cost per scholar.</i>		
On school census	\$5 21	\$5 61
On enrollment	6 81	7 48
On average daily attendance	13 40	15 02
<i>Teachers and teachers' pay.</i>		
Number of male teachers	8,826	9,094
Number of female teachers	11,459	11,830
Whole number of teachers	20,285	20,924
Whole number of teachers in 1870		20,081
Increase		843
Highest monthly pay of male teachers	\$250 00	\$250 00
Highest monthly pay of female teachers	120 00	120 00
Lowest monthly pay of male teachers	15 00	12 00
Lowest monthly pay of female teachers	8 50	9 50
Average monthly pay of male teachers	49 00	50 00
Average monthly pay of female teachers	37 00	39 00
<i>Examination of teachers.</i>		
Number of places where held	435	400
Number of examinations held during the year	3,663	3,681
Number of examinations held in 1870		2,729
Increase		952
Number of male applicants	8,548	10,045
Number of female applicants	10,875	12,202
Total number of applicants examined	19,423	22,247
Total number of applicants in 1870		17,233
Increase		5,014

Number of male applicants rejected	2, 141	1, 907
Number of female applicants rejected	2, 974	2, 869
Total number rejected	5, 115	4, 866

Certificates issued.

	1st grade.	2d grade.	Total.
<i>In 1871.</i>			
To gentlemen	1, 414	5, 164	6, 578
To ladies	1, 024	6, 936	7, 960
Total	2, 438	12, 100	14, 538
<i>In 1872.</i>			
To gentlemen	1, 810	6, 361	8, 171
To ladies	1, 349	8, 231	9, 580
Total	3, 159	14, 592	17, 751
Total for the two years	5, 597	26, 692	32, 289

Examinations in the natural sciences up to October 1, 1872.

Number of teachers examined:		
Males		1, 989
Females		1, 984
		3, 973

Number successful:		
Males		1, 557
Females		1, 557
		3, 114

Number unsuccessful:		
Males		432
Females		427
		859

Number of provisional certificates issued:		
To males		1, 018
To females		566
		1, 584

The number of teachers who have successfully passed the examination in the elements of natural science since the preceding table was made up is very large. At the present rate of progress, 90 per cent. of all the teachers in the State will hold full certificates under the new law, by the opening of the schools in the autumn of the present year, 1873.

State teachers' certificates.

	1871.	1872.	Total.
Number issued to gentlemen	3	5	8
Number issued to ladies .....	.....	1	1
Total	3	6	9

Teachers' institutes.

	1871.	1872.
Number of institutes held	119	160
Number held in 1870		119
Increase		41
Aggregate days' continuance	476	866
Aggregate in 1870		463
Increase		403

Average days' continuance.....	4	5.4
Average in 1870		3.9
Increase		1.5
Number of lecturers and instructors engaged.....	585	532
Number in 1870		515
Increase		17
Whole number of teachers attending.....	7,494	7,771
Whole number in 1870.....		5,868
Increase		1,903
<i>Visits of county superintendents.</i>		
	1871.	1872.
Number of different schools visited.....	9,708	9,243
Number in 1870.....		8,360
Increase		883
Number visited more than once	2,365	2,250
Number in 1870		1,885
Increase		365
Number not visited at all.....	1,189	1,105
Number in 1870		2,026
Decrease.....		921
Number of days employed in visiting schools	9,237	8,378
Number in 1870		7,681
Increase		697
Average number of days spent in school visitation	91	84
Average number in 1870		75
Increase		9
<i>School districts and schools.</i>		
	1871.	1872.
Number of school districts.....	11,112	11,231
Number in 1870		11,006
Increase		225
Number having school six months or more.....	10,538	10,767
Number in 1870		10,179
Increase		583
Number having school less than six months.....	356	275
Number in 1870		551
Decrease		276
Number having no school.....	218	189
Number in 1870		276
Decrease		87

Public schools.

	1871.	1872.
Number of public high schools.....	91	88
Number of public graded schools.....	651	611
Number of public ungraded schools.....	10,414	10,637
Whole number of free public schools.....	11,156	11,396
Whole number in 1870.....		11,011
Increase.....		385

Private schools.

	1871.	1872.
Number of private schools.....	460	436
Number in 1870.....		530
Decrease.....		94
Number of pupils in private schools.....	34,883	34,784
Number in 1870.....		41,001
Decrease.....		6,217

Duration of schools.

	1871.	1872.
Average number of months of schools sustained.....	6.7	6.9
Average number in 1870.....		6.7
Increase.....		.2
Number of districts having libraries.....	1,092	830
Number of volumes bought for same during year.....	3,647	2,351
Whole number of volumes in district libraries.....	51,133	54,286

Financial condition of districts.

	1871.	1872.
Number of districts having outstanding debts.....	3,617	2,621
Number in 1870.....		3,808
Decrease.....		1,187
Number of districts having surplus in hands of treasurer.....	6,512	6,963
Number in 1870.....		6,354
Increase.....		609

School-lands.

	1871.	1872.
Number of acres sold during the year.....	5,350	2,009
Number of acres remaining unsold.....	14,067	13,489
Net proceeds of sales.....	\$29,624 86	\$40,862 40

Township funds.

	1871.	1872.
Aggregate principal of township funds.....	\$4,776,444 92	\$4,868,555 01
Aggregate principal in 1870.....		4,643,644 52
Increase.....		224,910 49
Amount of same loaned.....	\$4,707,239 31	\$4,806,024 94
Amount of same loaned in 1870.....		4,583,086 86
Increase.....		222,938 08
Whole amount of interest received.....	\$420,218 36	\$528,811 47
Whole amount of interest received in 1870.....		381,102 93
Increase.....		147,708 54

School-houses.

	1871.	1872.
Number of school-houses built during the year.....	470	528
Total cost of the same.....	\$758,564 69	\$761,622 39
Average cost.....	1,613 97	1,442 46
Average cost in 1870.....		1,517 65
<hr/>		
Total number of school-houses.....	10,979	11,289
Total number in 1870.....		10,773
Increase		516
<hr/>		
Total approximate value of school property.....	\$18,373,882	\$19,876,708
Total reported value in 1870		16,859,300
Increase		3,017,408
<hr/>		

THE NEW SCHOOL LAW.

The twenty-seventh general assembly made more and greater changes in the school law than had been made by all preceding legislatures since the free-school system of the State was first established. One fact is worthy of notice—the changes were not made in a separate amendatory act, as had always previously been done, but incorporated with the respective sections of the old law, thus bringing the whole into one act. The convenience of this will be appreciated. The number of supplementary and amendatory acts had so increased as to make it difficult to keep them all in mind, and give to each its proper modifying effect, while reading the body of the law. Considerable perplexity and frequent errors of construction resulted. The new law is a codification of the common-school legislation of the State, complete and entire in itself. The changes in the law may be considered under two general heads: Modifications, or changes made in the provisions of the old law, and new provisions. The new law went into effect July 1, 1872.

MODIFICATIONS.

Apportionment of funds.—All the school funds are now distributed in proportion to the number of children under 21 years of age, and all children are included without distinction of race or color. Formerly, one-third of the school funds was apportioned on territorial area, and white children only were included in the basis of distribution.

Visitation of schools.—County superintendents, instead of being required to visit every school in their respective counties at least once a year, as heretofore, are to make such visitation only when so directed by the county board.

School elections.—The special requirements of voters on questions of raising money are removed, and any person having the qualifications of a voter at a general election may vote on all school questions. Elections of trustees and directors are to be held on Saturday instead of Monday. The object of this was to utilize the Western custom of making Saturday a sort of holiday, or half-holiday. It is believed that the change will, upon the whole, very much subserve the public convenience, and insure a larger attendance and a fuller vote at school-district elections, especially in the agricultural districts.

Tenure and residence of township treasurers.—These now hold their office for one year instead of two, and are required to be residents of their respective townships, which was not required by the old law.

Altering district boundaries.—Boards of trustees are deprived of all discretionary power in this matter, and obliged to make only such changes as a majority of the voters may desire.

Use of school-houses.—Boards of directors are authorized to grant the temporary use of school-houses for religious meetings and Sunday-schools, for evening-schools and literary societies, and for such other meetings as they may deem proper.

Custody of district funds.—The township treasurer is declared to be the only lawful depository and custodian of all district school funds, as well as of all township funds, a point upon which the old law was not explicit.

District school tax.—Directors are not allowed to levy an annual tax of more than 2 per cent. for the support of schools during the period fixed by statute. The old law imposed no restriction, but authorized directors to levy whatever tax was found to be necessary.

District bonds.—The amount that may be borrowed on district bonds is limited to 5 per cent. of the taxable property of the district, including previous indebtedness.

Duration of schools.—As a condition of receiving a share of the public funds, every district must support a free school for at least five months in the year. The old law required six months. Heretofore directors could not extend schools by taxation beyond six months, without a vote of the district; the present law allows them to tax for a nine months' school, provided the rate does not exceed 2 per cent.

Payment of schedules.—The new law declares teachers' schedules to be payable monthly; and when not so paid, after having been duly certified and filed with the township treasurer, interest accrues at the rate of 10 per cent. per annum from date of filing till paid.

The school month.—This, it is provided, "shall comprise twenty-two school days, actually taught." This provision has caused great confusion throughout the State, with no apparent compensating advantages. Four weeks, of five days each, or twenty school days, should constitute the common-school month. A change in this provision of the law is urged on the general assembly.

Compensation of school-officers.—Under the old law county superintendents received 3 per cent. upon the amount of sales of school-lands, 2 per cent. upon the amount of all sums distributed, paid, or loaned out by them, and \$5 a day for other official services actually rendered. Township treasurers received 2 per cent. upon all sums distributed, paid, or loaned out by them. The new law provides that county superintendents shall hereafter receive, in full for all services performed by them, such compensation as may be fixed by law; and that township treasurers shall receive, in full for their services, a compensation to be fixed, prior to their appointment, by the board of trustees.

There are several other modifications of minor details.

NEW PROVISIONS.

In addition to the foregoing modifications of the old law, the law now in force contains the following new provisions:

Consolidation of fractional townships.—This provides for the consolidation, for school purposes, of fractional townships with any adjacent township.

Township high schools.—Such a school may be established in any township desiring it, by a majority of the votes at an election called for the purpose, upon petition of fifty voters of the township.

Statistics of illiteracy.—School directors are required to collect and report the number and names of persons between the ages of 12 and 21, residing in their respective districts, who are unable to read and write, and the cause of the neglect to educate them.

Special powers and duties of school directors.—It is made the imperative duty of boards of directors to prescribe what branches of study shall be taught, and what text-books and apparatus shall be used, in their respective schools, and strictly to enforce uniformity of text-books; but text-books are not to be changed oftener than once in four years. They may suspend or expel pupils for bad conduct, and no action shall lie against them for such expulsion or suspension. They are also authorized to provide that children under twelve years of age shall not be confined in school more than four hours daily.

New branches.—Teachers are required to be examined in the elements of the natural sciences, physiology, and the laws of health, in addition to the branches previously prescribed. But, on the request of directors, certificates may be granted to teachers who are not able to pass an examination in the additional branches. Vocal music and drawing may also be taught in the public schools, when deemed expedient by the directors or requested by the voters of the district.

Removal of delinquent directors.—Any director failing to perform his duties according to law may be removed by the county superintendent, and an election ordered for a new director.

Persecution of school-funds.—The appropriation of any part of any school-fund for any sectarian or denominational purpose is forbidden in most emphatic language.

Traffic in school-books.—No teacher or school-officer shall be interested in the sale or profits of any book, apparatus, or furniture used in any school in the State with which he may be connected. A fine of from \$25 to \$100 and imprisonment for a period of from one to twelve months is the penalty attached.

Election of boards of education.—In all districts having a population of not less than 2,000, boards of education with special powers shall be substituted for the ordinary boards of school directors.

Re-organization under the general school law.—This provides the manner in which schools now managed under special acts may be re-organized under the free-school law of the State.

Schools in the city of Chicago.—A new provision of special importance is that prescribing the powers, rights, and duties of boards of education in cities of over 100,000 inhabitants, or, in other words, in the city of Chicago, since no other city in the State con-

fains even one-half that number of inhabitants. The provision is general in form, though specially designed for Chicago, in compliance with the requirements of the constitution which forbid special legislation on the subject of common schools. It provides that in such cities the board of education shall have control of the public schools, and shall have power, *with the concurrence of the city council*, to erect or purchase buildings suitable for school-houses, and keep the same in repair, to buy or lease sites for school-houses, to issue bonds for the purpose of building school-houses and purchasing sites, and to provide for their payment, and to borrow money for school purposes upon the credit of the city. In all other matters connected with the schools, the board of education shall have full control, *independently of the city council*.

THE NATURAL SCIENCES.

It is yet too soon to speak of the practical results of the measure requiring that the elements of natural science be made a part of the common-school course, as the plan has but just been entered upon, but there are good reasons for anticipating from it large and substantial advantages. It is believed that the measure will prove beneficial to teachers; to the schools, as such; to the pupils; to the public at large, and to the general cause of popular education and free schools.

EFFECT ON TEACHERS.

Public-school teachers—particularly the teachers of common district schools, who comprise more than three-fourths of the whole number—need the spur and inspiration of these new studies. The tendencies of the system under which they teach are toward mental enervation. All the famous seven branches of the old Illinois law may be taught in a mechanical, text-book manner, and there is almost no necessity for effort on the part of the teacher. The law making the study of natural science a condition of licensure produced a great awakening in the host of torpid and lethargic teachers. The common-school elements of society, so to speak, were profoundly stirred everywhere, and a free-school revival, of extraordinary extent and power, was inaugurated. From the time the new law was fairly promulgated in April last till the schools opened in the autumn the whole State became, as it were, one great camp of instruction. Special institutes were convened for the purpose, and the annual session of the State Teachers' Institute was chiefly devoted to the same work. Up to October 1, 1872, the number of teachers examined in the elements of the natural sciences was 3,975, of whom 3,114 were successful; so that, in three months from the day the new law went into effect, nearly one-sixth of the whole number of teachers in the State had been examined and duly licensed to teach the new branches. If those be added who were previously qualified to teach the rudiments of science, the whole number capable of teaching the new branches the first day of the present school year would be about one-fifth of the entire teaching force of the State. The number is rapidly increasing, as old certificates expire, so that by the close of the school year the elements of natural science will be taught in nearly all the common schools of the State. Nearly every county in the State has already taken some part in the movement. It is the testimony of the superintendent of public schools of Saint Louis, Missouri, that the effect, in a single year, of preparing and giving one exercise of an hour per week in natural science had been to increase the general efficiency and power of the teachers in that city at least 50 per cent. This is believed to be no exaggeration. Something of the same effect has already been noticed in many of the Illinois schools.

EFFECT UPON PUPILS.

Nearly all the causes that have operated to depress and paralyse the energies and aspirations of teachers are equally effective in the same direction upon scholars. These new studies are in harmony with the instincts and tastes of children, and awaken their interest. In declaring that the elements of the natural sciences shall be taught in the public schools, the legislatures has recognized, and sought to utilize, the fact that the senses are the pioneers of all knowledge, and that their cultivation and training should be made, for several years, the chief work of education. The value of a habit of quick, sharp observation; the extent and certainty of its development by proper training in early youth; the impossibility of fully securing it in after life, and the manifold benefits and pleasures accruing all through life from its exercise, are among the forcible arguments in favor of the method of primary training which, it is hoped and believed, will be introduced into our schools in connection with the natural sciences.

WIDER INFLUENCES.

The country, with all its interests and industries, is deeply concerned in whatsoever *tends to increase* the efficiency and power of the public schools. The statistics of *Europe and America* demonstrate the superior value of educated or skilled labor. It

has been proved that in this country the educated laborer is worth one-fourth more than the uneducated laborer, and that in most of the States this increase amounts to many times the entire cost of the support of the public schools. Every wise measure of education, every incentive to mental activity, is, therefore, a direct contribution to the productive resources, and so to the wealth, property, and aggrandizement of mankind.

COMPLAINTS AGAINST PUBLIC SCHOOLS.

It is considered an undeniable fact that the confidence of the people in the public-school system is in danger of being disturbed. Questionings and murmurs of discontent, direct opposition, or appeals for reconstruction, are coming from every quarter of the Union, and these not alone from theorists, abstractionists, misers, and chronic fault-finders, but from men who are actuated by none but the worthiest motives, and who have no personal or selfish ends to subserve. There are allegations of inefficiency and failure which, if true, affect not merely the form but the substance of the school system. A fact worthy of notice is that while there is the greatest variety of opinions among the representatives of different classes, there is, nevertheless, a substantial and surprising agreement in a few important particulars. Among the points which a comparison of statements shows to be held in common are the following: (1.) That the course of study in the common ungraded schools of the country needs revision, both as to the branches of study embraced therein, and as to the relative amount of time devoted to each one. (2.) That many of these schools are not doing their elementary work well; that the pupils rarely become good and sure spellers, or easy and fluent readers, and are deficient in penmanship, and especially in a knowledge of the primary rules pertaining to punctuation, the use of capitals, and the common proprieties of letter-writing and English composition. (3.) That the teaching is too bookish, narrow, and technical, being largely defective in method, dull in manner, and therefore devoid of attractiveness, inspiration, and zest. (4.) That there is too much isolation in schools and school-work; too little sympathy between the world within and the world without the school-house; too little apprehension of the fact that schools are places of apprenticeship, wherein to learn the use of a few necessary tools and implements, wherewith to fight the battles of life and duty in the world. (5.) Finally, that the attention paid to the morals and manners of the pupils is unsatisfactory.

THREE IMPORTANT INQUIRIES.

The foregoing facts and strictures seem to start three inquiries; viz: What should the public schools accomplish? What are they accomplishing? How may they accomplish more?

WHAT SHOULD BE ACCOMPLISHED?

In giving a standard of acquirements, reference is had chiefly to the ordinary district school. Proficiency, not simply mechanical, but intelligent, in the elementary branches is insisted on, and, in addition, that pupils should be able, in conversation and writing, to express their own thoughts in good English; that they should understand the rudimentary principles of drawing and perspective, of vocal music and of natural history, and should know enough of their own physical and mental organization to enable them to take proper care of both their bodies and brains. The influence, example, and precepts of the school-room should all tend to the formation of good manners and the encouragement of a high tone of morals.

WHAT IS ACCOMPLISHED?

Testimony from various sources renders it painfully evident that the practical results, in some instances, at least, come short of the moderate and reasonable standard that has been indicated. It is true the instances cited are exceptional, but it is also true that such facts ought not to be possible in any case; and it must be admitted that the tendencies have been and are too much in that direction.

HOW CAN MORE BE ACCOMPLISHED?

Four suggestions are made in reply to this important inquiry: There must be a large increase of well-qualified teachers, a closer and more intelligent supervision, improved methods of instruction, and improved text-books.

HOW ARE QUALIFIED TEACHERS OBTAINED?

The superintendent says, "first, by simply demanding them." A teacher of at least fair abilities and qualifications can be had for every school in the State, if only he is

wanted. But the fact is, such teachers are not wanted, because a slight additional salary must be paid to secure them. A demand for good teachers, with suitable salaries, would at once bring into service the large number of such teachers who are now unemployed, inferior and lower-priced teachers being engaged in their stead; and it would induce large numbers of capable young men and women to enter upon a course of preparation and training for common-school work.

FACILITIES FOR TRAINING TEACHERS INSUFFICIENT.

The normal schools are doing much to qualify teachers for the public schools, and they are doing their work well. Normal departments and classes in the universities, colleges, and high schools, are helping all they can. But not 10 per cent. of the teachers of the State have had the benefit of any of these facilities, even for the shortest time; and not 5 per cent. have taken the full course in those institutions. To reach the mass of teachers with the means of improvement, the main reliance has been, and still is, upon the local institute. The value of this instrumentality has been very great. But all the available means of professional instruction combined are wholly insufficient to supply the urgent needs of the common schools. While the number of persons qualified to fill positions in the high and graded schools of cities is still insufficient, the most pressing need is in the ordinary ungraded district schools of the country. Information at hand warrants the statement that not more than one in three of the teachers in these schools is fit for the place he occupies.

THE STATE MUST AID.

To the work of qualifying teachers for these elementary schools the State should reach forth a helping hand. It can do this by undertaking, to a limited extent, the management and control of local institutes of instruction through the agency of competent and suitable persons appointed or commissioned in such manner as may be prescribed by law, who shall be directly responsible to the State for their acts and be paid by the State for their services. It should be the duty of these men to organize and conduct a series of institutes for the instruction of teachers, and to instruct the people, by public addresses and otherwise, in respect to the nature and necessity of free schools. The sum of \$10,000 per annum would secure the services of four or five picked men for this work, men of ability and culture, thoroughly acquainted with systems of public education, and experienced in the supervision, management, and instruction of common schools who would give to it their whole time. This plan would remove the elements of weakness and inefficiency from our present scheme of institute operations. In what other way can the district schools be so soon and so effectually supplied with qualified teachers or with teachers of improved qualifications? How otherwise can the body of the people be so well instructed in regard to the claims of public education, the principles of teaching, the evils of miseducation, the elements and conditions of successful instruction, and the general economy of schools and school management? Is it seen in what other manner the comparatively trifling sum named could better be made to subserve the purposes for which the State, in compliance with the requirements of the constitution, has established the system of free schools?

HORACE MANN IN MASSACHUSETTS.

It seems to me that the plan should be adopted and fairly tried. It is not new. If one commonwealth more than another has laid the American people under obligations for valuable lessons in the theory and art, the means and methods, of public education, that commonwealth is Massachusetts. And long before there was a free-school system in Illinois, the hills and valleys of that State were traversed, year after year, by strong, gifted, and eloquent men, engaged in the very work that has here been described—instructing the teachers, addressing the people, organizing and conducting institutes, holding educational conventions, and mightily awakening and stirring the inhabitants everywhere. The voice of Horace Mann was heard, from Cape Cod to the Berkshire Mountains, warning, entreating, expostulating, beseeching the people, with the vehemence and power of one of the old prophets, to look to the education of their children. Hear him:

“We all bear witness that there is but one salvation for the State—the knowledge of duty, and the will to do it, among the people. But what measures are we taking to cause that knowledge to spring up, like a new intellectual creation, in every mind; and to cause that will to be quickened into life in every breast? We all agree—the universal experience and history of mankind being our authority—that, in nineteen cases out of every twenty, if the human mind is ever to be expanded by knowledge, and imbued with virtuous principles, it must be done during the susceptible years of *childhood and youth*. But when we come to the *sine qua non*—to the *work*—to the

point where volition must issue forth into action, or it is valueless; when we come to the taxing, to the building, to the books, to the apparatus, to the whole system of preparatory and contemporaneous measures for carrying on and perfecting the work of education, where wishes, and sympathy, and verbal encouragement are nothing without the effective co-operation of those muscles which perform labor and transfer money; when we come to this point, then excuses teem, and the well-wishers retire from the stage, like actors at the close of a drama. I gladly acknowledge that there are honorable exceptions, in all ranks and classes of men; and in no State in the Union are there so many of these exceptions as in Massachusetts; and yet even here, is it not most extensively true, that when we appeal to the different classes and occupations of men, we meet with indifference, if not with repulse?

"Will the great political and financial problems which now agitate the Union ever be rightly solved and permanently adjusted, while they are submitted, year after year, to voters who cannot even read and write? Can any additional intelligence and integrity be expected in our rulers, without additional intelligence and integrity in the constituency that elects them? Complain of President or Congress as much as we will, they are the very men whom we, the people, have chosen. If the country is an active volcano of ignorance and guilt, why should not Congress be a crater for the outgushing of its lava? Will Providence interfere to rescue us by a miracle, while we are voluntarily pursuing a course which would make a speedier interference, and a more stupendous miracle, necessary for our subsequent rescue? How much of time, of talent, and of wealth, we are annually expending—in legislatures, in political conventions, through newspapers—to gain adherents to one system of policy, or its opposite, to an old party or to a new one; but how little to rear a people with minds capable of understanding systems of policy, when developed, and of discerning between the right and the wrong in the parties which beset and would inveigle them. What honors and emoluments are showered upon successful politicians! What penury and obscurity are the portion of those who are molding the character of a rising generation of sovereigns! And here let not the truth be forgotten, that the weightiest obligation to foster and perfect the work of education lies upon those States which enjoy the most; for to whomsoever much is given, of them shall much be required."

With such words of truth, eloquence, and power, that mighty apostle of common schools spoke to the people of Massachusetts, making of every village-crowned eminence in the State a very Mars Hill to echo his grand appeals, onward through vale and hamlet, till every ear should hear and every heart be moved; while a select corps of accomplished men followed up the march of the orator, utilizing the profound impressions left by his addresses upon the minds of the people, by gathering the teachers into institutes and conventions, unfolding to them the principles of education, and instructing them in the true science and art of teaching. The voice of the orator died away among the hills of New England—his noble presence vanished forever from the shores of time, long ago; but the results abide—the common schools of Massachusetts, taken all in all, are the best in the Union and in the world. That the men and the agencies mentioned were among the most potential factors of this noble consummation, none can deny, and distant will be the day when the school-children of that good old commonwealth will cease to honor the name and revere the memory of their good and gifted friend.

Several other States have pursued the same course, with like beneficial results. Indeed, ours is the only leading State making, practically, no provision for the systematic prosecution of institute work. The public sentiment of the State needs to be stirred to a more earnest and intelligent appreciation of the wants of common schools; of their faulty local management, and especially the very serious effects of the low standard of scholastic and professional qualifications required of the teachers in ungraded district schools. It is believed that the plan proposed will do for Illinois what it has done for other States.

INSTRUCTION IN THE NATURAL SCIENCES.

The time has come when the experiment of introducing the study of natural science into the common schools of the State must be entered upon. It is assumed that school directors and teachers are acquainted with the requirements of the new law in this respect, and that they intend, in good faith, to endeavor to comply with those requirements to the best of their ability. * * * * * What were the chief ends contemplated, the main results hoped for, by these changes in the school law? If I correctly interpret these new provisions of the statute, and rightly understand the sentiments of those members of the legislature who were chiefly interested in securing their enactment, the great end sought was to lift the schools of the State out of the grooves of a bookish routine; to redeem them from barrenness and leanness; to pour into them and through them the fresh breezes of life and nature; to enrich and fertilize them by the infusion of new ideas derived from the study of the protean forms and marvellous phenomena of the material world; to vitalize and strengthen them by

exercises requiring more intelligent observation and less mere memory; to turn them more from words to things, from books to nature, from the unintelligent iteration of dead forms and phrases to a wide-awake observation and keen-sighted scrutiny of the multitudinous objects of living interest, grace, and beauty with which the outer world is filled. In this way it was hoped that the schools would be quickened and vivified, the boundaries of useful knowledge enlarged, and the youth of the State be familiarized with the elements, at least, of those sciences which are in themselves so ennobling and which are so closely related to the great industries of this commonwealth.

What is the best method of teaching the elements of natural science in the public schools? No doubt is entertained that it was the intention to put the elements of the natural sciences into all the public schools of the State, of every kind and grade, to make the study of them as common, as universal, as the study of the seven elementary branches previously required. It was assumed, correctly, I think, that any child of suitable age, and of sufficient mental and physical health and strength to attend a public school, might as well be set to learning about plants and animals, about the things on the ground beneath its feet, in the air above and around its head, in the waters of familiar streams and brooks, and in forests, orchards, meadows, and gardens, as about the inanimate letters of the alphabet, the dry processes of word-making and spelling, the mysteries of pronunciation, accent, and emphasis, and the abstractions of the multiplication table.

In the light of what has been said, it must be very obvious to all that the benefits of these new studies will be best secured by the method of *oral lessons* instead of recitations from text-books. Indeed, if the teaching of the natural sciences is to fall into the old ways, merely so many lines or pages of a book to be memorized and recited daily, the law might as well be repealed, for it will only enhance the very evils which have so long benumbed and stupefied the schools.

Then with these new and living themes, let there be also new and living methods. Leaving and forgetting the beaten paths of book-answers to book-questions on bookish abstractions, enter the new path that leads out amid the manifold works of God and there gather treasures of knowledge *at first hands*. If the subject of the lesson is a particular flower, do not have the pupil read or recite what somebody else has said *about* that flower, but make the flower itself your text-book. It was written by the finger of God himself, and is without blemish or mistake. Its lines are more perfect than were ever drawn by human hands; its colors have a richer and warmer flush than brush of artist can impart. Take the beautiful thing in your hand, inspect its wonderful structure, note its component parts, point out the rare delicacy and grace of its form and finish, tell its attributes and qualities, show wherein it is like and wherein it is different from other flowers of its class. Do all this in the presence of your pupils—before their eyes; do it with the gentle enthusiasm and loving inspiration that ever touch the heart and pervade the soul of him who with honest purpose puts himself in communion with nature. Do this, and dull, indeed, must the little ones be if they do not respond with joyful interest to such instruction.

Pursue the same course with each of the other sciences, so far as practicable. Teach orally; discard text-books almost wholly in all the earlier stages of the pupil's course. Above all, *don't attempt too much at a time*. This is the danger to be specially avoided. Teach systematically and methodically, but go little by little, step by step. Lay out the work beforehand for each week or month, and be sure to complete what is thus prescribed, but don't lay out too much. Let each lesson be short, very short, but give it with all the spirit and force you possess. Illustrate with natural objects in all possible cases. Test the pupil's knowledge by frequent reviews, not by asking them to repeat what you have said, but by requiring them to exhibit and illustrate objectively what they have learned. Keep them close to visible, tangible, appreciable, material *things* all the time. Make it impossible for them to advance a step without using their own senses and powers of observation. Cause it to be understood that mere words are of no value in themselves any more than the figures or letters on a bank-note or on the face of a watch or on the scale of a thermometer; that it is, in each case, what is *represented* or *signified* by the word or letter that constitutes its value; that as a parrot of an automaton may be made to utter words of grandest import and be but a senseless parrot or automaton still, so a child may memorize and give trippingly on the tongue the whole nomenclature of a science and yet be utterly ignorant of its simplest facts and principles; and that, on the other hand, the little boy or girl who works up to the exact meaning and import of a few words and terms, through the study and comprehension of the things, ideas, or relations of which those words and terms are but the symbols, is in the straight path to true knowledge and learning.

Standing at the bar of Nature, the children, in this respect, are all equals. Her richest treasures are for those of closest inspection, keenest insight, and most patient and intelligent study, not for those who are merely the quickest to memorize words. Every observant teacher knows how disproportioned is the nominal standing of many a pupil to his actual industry and vigor of intellect, owing to the possession of this power of rapid and easy memorizing, and all such will appreciate the value of a truer and juster test of scholarship and rank.

A good and suitable text-book, in the hands of a teacher who knows how to use it, and how to direct its use by pupils, is always a help—one never to be undervalued. And for advanced classes in the natural sciences, text-books are almost indispensable, even with the best teachers. But it cannot be denied that too close and servile an adherence to what is put down in the book, no more and no less; mere text-book teaching, if teaching it can be called, is a prevalent and enormous evil in our common schools. It both begets and fosters indolence and dullness in the teacher, and eliminates all life and interest from the recitation, reducing the work of the pupil to a mere exercise of memory. The effects of this practice in primary classes are particularly deplorable, repressing the child's inquisitive nature at the very outset; giving its faculties of observation and perception nothing to do, at the period of their greatest activity and alertness, and when the exercise of them is most attractive and beneficial.

To break up this lamentable practice, and to bring a new life, a healthful and inspiring element into our primary schools, if possible, I make this plea for oral instruction in the natural sciences. If earnestly and wisely pursued, it will not only awaken and animate the little school-children, redeeming the weary hours from dullness and apathy, but it will quicken and vitalize the teachers as well, infusing fresh power and vigor into all their work. Force is also added to this plea from the fact, elsewhere adverted to, that there is, as yet, a conspicuous lack of text-books adapted to these elementary stages of the work to be done, except perhaps in botany.

The oral method will impose additional labor upon the teacher. No greater mistake could be made than to suppose it an easy thing to prepare and present an oral lesson in natural science; that is, if it is done as it ought to be, and as it must be to be of any worth. The loose, immethodical, aimless, and desultory school-room tattle that too frequently passes for oral instruction, cannot be too strongly condemned. It is the refuge of indolence, ignorance, and presumption, and has done much to bring the whole system of object-teaching into contempt. The most abject servility to text-book routine is better than such vapid, incoherent swash, for even the poorest books are constructed with some regard to order and method.

I repeat, then, that if teachers hope to succeed in oral instruction, they must mark out for themselves a clear and definite plan, in accordance with which each science, and every part of each science, shall be worked up and presented; and they must understand that nothing whatever can take the place of hard study and unflinching determination on their own part. Anything short of this will inevitably result in confusion, discouragement, and failure.

TIME WASTED.

From eight to ten years are devoted to spelling and reading, in school. That is, the pupil is expected and required to prepare and recite one or more daily lessons in each of those things during nearly or quite the whole period of his common-school pupilage. About one-tenth of the extreme allotted span of human life, to learn to read, pronounce, and spell a few hundred words of the English tongue, in which he was born! Does it not seem absurd? The treasure is indeed precious—every child must possess it, cost what it may. But is it necessary to pay such a price? No; not the half of it. It is confidently affirmed that, with proper instruction, every child of good health and fair natural abilities can and should, in four years or less, of six school months each, beginning in utter ignorance of the alphabet, acquire such a practical knowledge of reading and spelling in his native English, that he may thereafter lay aside and dispense with both of those studies, so far as formal lesson-getting and recitation therein is concerned, and devote his time to other things. This opinion is expressed with deliberate confidence, as the result of experience and observation, both of which abundantly confirm the conclusions previously derived from a careful study of the nature and elements of the problem itself. Indeed, I could conscientiously put the case in still stronger terms.

A COMMON ERROR NOTED.

It is a mistake to suppose that improvement in reading is to be measured only by lessons in the text-books, and that progress must cease with the class exercises. Those are not the only, nor even the chief, means of advancement, except at the outset. Every text-book in school, arithmetic, geography, history, or grammar, as portions of each may be read by the pupil from day to day, should be utilized for his improvement in reading; that is, every sentence that he has occasion to read aloud in school, from whatsoever book or paper, he should be required to read *correctly*, and assisted in doing so when necessary. Thus, practice in reading, which is all the child needs after having made the supposed proficiency, is kept up and carried along incidentally, in and through all the other exercises and text-books of the school, on to the end of the course—while, meantime, he is not *studying* reading at all, but giving his whole time to other things.

THE CASE OF ARITHMETIC BRIEFLY EXAMINED.

Much precious time is also wasted upon arithmetic. It is believed that the average common-school text-book in that science contains double the amount of matter necessary or advisable, and hence that half of the time spent thereon, if not wasted, could be much more profitably devoted to other studies.

There lies before me a popular school arithmetic, of about four hundred pages. It is *desperately* popular, one of the best of which I have any knowledge—in some important particulars, the very best. It is in use in hundreds of our common district schools—probably in thousands. It was made for common schools, the title-page so declares. Turning the leaves of this book, I note, at random, among the topics discussed at considerable length, the following *useful and practical* matters: Least common multiple of complex fractions; duodecimals; repeating decimals; average of accounts; conjoined proportion; alligation, medial and alternate; square root and cube root; arithmetical and geometrical progression; casting out the 9's in multiplication and division; the metric system; commutation of radix, &c., &c.

Now, no fault is found with these topics, *per se*. Some of them are necessary to a knowledge of higher mathematical studies; others may be of use once or twice in a lifetime, perhaps, to one business man in ten thousand; others are mere arithmetical curiosities; while of two or three, it may be said, that their being put into a *practical* arithmetic at all, (or any other, indeed,) cannot be accounted for upon any rational principles. But the marvel is that such an extraordinary list of arithmetical abstractions and wonders should pass unchallenged in this *practical* age—that they should have and hold an honored place in thousands of common ungraded district schools, from which Latin or logic, and everything of that nature, would be peremptorily excluded, and properly, as unsuited to the needs of the masses, and useless. How many boys and girls, whose pupilage terminates with the common-school course, ever make the smallest practical use of one of those formidable things—ever care for them, or think of them again, except with utter indifference or unavailing regret, in view of the time so foolishly and irreparably wasted?

The list given of topics which are of no actual, if imaginable, benefit to one common-school pupil in ten thousand—viewed from the utilitarian stand-point—might be more than doubled. They abound in all the *practical* arithmetics of the country. They have come down to us, some of them, by a kind of inevitable literary descent, from a period I know not how remote. And these are the very subjects that require the most time. Among those enumerated, there are several the mastery of any one of which demands more time and effort than all the fundamental principles and operations of arithmetic put together; and, for any practical use, ninety-nine district school children out of every hundred might as well be set to guessing conundrums. I knew a boy who spent all the spare time he could command for an entire term—more than an hour each day—upon circulating decimals and alligation; and when he had mastered them, the poor child thought he knew something! and so he did, but *what*? He completed the district-school course, shouldered his implements of toil, and went bravely out to earn his bread by the sweat of his face. Of Nature and her works, her protean changes, her laws and forces, her glories and harmonies, he was ignorant: the

" Primrose by the river's brim
A yellow primrose was to him,
And it was nothing more."

But then, he knew all about repeating decimals, and alligation, medial and alternate!

EFFECTS OF ELIMINATION AND REVISION.

How shall these schools find time for the natural sciences?

By a careful revision, reconstruction, and abbreviation of their courses of study; * * thus bringing together and compressing into a brief, rational space, those things, and those things only, which are indispensably necessary to be known and understood. Applied to the arithmetic before me, this process would reduce its pages from 400 to not more than 150, and, for district-school purposes, enhance its practical value in the same proportion, inversely. Applied to most of the geographies in common use, it would brush away the rubbish of petty details, which cumber and disfigure them, leaving those things only which district-school children have time to learn, really need at this stage of their education, and may reasonably hope to remember. Applied to the leading text-books in English grammar, it would so winnow them of chaff, surplusage, amplification, and inconsequentialities, that their authors and makers would scarcely know them, while teachers and pupils would rejoice.

With equal or similar advantages, the eliminating process might be applied to nearly every other branch of the common-school course, and the result would be a set of books adapted to the great body of the ungraded district schools of the State, books free from useless redundancies, every page of which would contain relevant matter proper to be *learned, and susceptible of being learned* within a reasonable time—books, in short,

adapted to the first stages of instruction, the object of which is to secure to all the youth of the State the *elements* of a good common-school education. With such books, and teachers competent to use them, there would be time enough, and to spare, for the elements of the natural sciences, and the rudiments of vocal music and drawing, without neglecting any of the old branches, but, on the contrary, with a clearer and more enduring general knowledge of each one of them. The need of such a revised and eliminated set of handbooks for the use of this great body of elementary schools, is so apparent that it will doubtless soon receive the attention of educators and authors. In the mean time, teachers in these schools must eliminate and revise for themselves.

SPHERE OF THE STATE IN EDUCATION.

How far should a State undertake to provide for the education of its children at public cost? Is the high school a proper and legitimate part of a general free-school system? To these questions I answer, *yes*; my judgment approving, and my whole soul most joyously assenting thereto. I believe that the very best and grandest thing a commonwealth can do for its children is to educate them—that no other expenditures of the public revenue yield such rich and sure returns—that the question for enlightened statesmanship to ask is, not how little, but how much can be done for universal education. I would see every American State add to the elementary school the grammar-school; to the grammar-school the high school; to the high school the State university; and to the State university, I would see the American Congress add a grand national university, as the fitting top-stone to the whole magnificent edifice. And I would have the whole *free*—every door flung wide open, and the invitation repeated along the whole line, from one end of it to the other: “Whosoever will, let him come.” For every dollar given by the State or the nation to railroads, a hundred should be given to common schools; for every acre of land bestowed in subsidy upon gigantic corporations, square miles should be granted to universities for the people. A fraction of the public domain surrendered during the last ten years to the insatiable rapacity of monster monopolies, whose formidable power already enables them to plunder the people with impunity, and even to defy the Government itself, would have reared in every State of the Union a free university, with princely endowments, to bless the people, honor the Government, and ennoble the nation forever. These remorseless oligarchies have filched from the nation its richest domain, and from the people and posterity their just inheritance—and yet they clamor for more. Meantime the little that was saved in better days, and consecrated to the education of the people, is often grudgingly allowed; the free universities and colleges are crippled for means, and a determined effort is made to force the States to call in their advanced free-school outposts, close their high schools and colleges, and retire within the elementary lines of fifty years ago. Against all this I protest in the name of the people, and of the millions of youth whom these men would reduce to the beggarly rudiments of knowledge.

How can the laws of a State be known or understood by all unless they can be read by all its citizens?

Here, then, begin the duty and, of course, the right and power of the State in the matter of public education; upon this broad foundation abides, and will ever abide, the initial prerogatives of a commonwealth in respect to the instruction of its people. It must teach its children to read. It must see that this key to almost all acquisition (ability to read) is in the hands of all its youth. It is a primal necessity of its organic life, viewed from the stand-point of political philosophy and of history. And as the achievement of this object is vital to the State, and therefore cannot be left to the caprices and contingencies of individuals, or even of associated effort or enterprise, the State itself must undertake and carry on the work. It is too gigantic for private capital, too momentous for the mischances of private judgment. The commonwealth, in its strong and benign sovereignty, must stretch forth its arm and do this thing.

Hence, the common district school, wherein a knowledge of the orthography and of the reading and writing of the vernacular language of the country is the principal thing, to which are added the science and art of calculation and the few other rudimentary branches properly related to the central study, and usually included in the common district schools of our country. Up to this point there is no essential difference of opinion that I know of among those who believe in public education at all. This much, it is conceded, the State can and should do for the education of her children at public cost.

The State provides for all, at public cost, the rudiments of an English education, because it is to her interest to do so; because so much, at least, of knowledge is essential to the welfare, if not to the existence, in the long run, of a popular form of government; and because experience proves that such provision cannot safely be left to the voluntary action of the individual citizen. By parity of reasoning, the claims of public high schools to a settled place in the educational provisions of the State are also established.

BENEFITS TO THE STATE.

The commonwealth needs, through all her manifold industries and enterprises, many thousands of persons who have more than the rudiments of knowledge. The supply of persons of such advanced culture, through the private institutions of the country, is not equal to the public need, and hence the State should interpose to supplement the work. The same may be said, with even greater truth and emphasis, of that profounder learning, that higher and wider culture, which it is the province of the university to bestow. The loss which nearly or quite all the commonwealths in this republic sustain, because so few of their young men are qualified to act as leaders in the discovery, development, and utilization of their wonderful natural resources, and in lamping the people onward and upward toward a worthier and grander civilization, is, I believe, simply incalculable.

To do this on the grand scale of the whole body-politic, by providing common schools for all, and high schools and universities for as many as desire to enter them, were sound policy for the State.

But, in addition to the argument derived from the nature and functions of the State as a supreme political corporation, the view that public education should not stop with the common district school is supported by other considerations.

EFFECT UPON THE COMMON SCHOOLS.

The common schools themselves are the better for the public high schools, and the high schools for the university. The high school is to the elementary what the upper classes of a graded school are to the lower—a sharp and perpetual incentive to assiduity and effort. I will not say that without the spur of the high school the common schools could not be kept up to a paying standard of excellence, but it is very safe to say that they would deteriorate in spirit and efficiency, even with greatly increased energy and vigilance on the part of the teachers. As quickeners of the common schools, down through all their various gradations, high schools are of very great value.

THE RIGHTS INVOLVED.

As to the rights involved, I do not see how the State can logically or equitably limit its provisions to the rudimentary schools. To do so is to stop at precisely the point where, to the poor man, the question of expense obliges him to arrest the further progress of his children. The cost of tuition and necessaries, in good private institutions, corresponding in grade to public high schools, is, to the masses of persons in indigent circumstances, simply prohibitive; so that to them the public high school is the only means of bestowing upon their children anything more than a mere elementary education. And when we come to the college and university courses, the doors are still more closely barred against them.

And, then, the poor who have a little property pay their share of the taxes. The amount may be small; but, in proportion to their means, it is equal to that paid by the wealthiest. But there the analogy ceases. To the rich, the public high school is a matter of comparative indifference; the best private institutions are within their reach. But to the poor, the boon which comes with that pittance of tax is treasure indeed. Close the public high school, and they are almost wholly without recourse. There is practically no danger that the number of high schools demanded will increase so rapidly as to alarm the economist and the tax-payers. It is remarkable how steady the ratio remains between the number of high-school pupils and the whole number of scholars in a given city or State. Despite the exhaustless attractions of the higher walks of learning, and the increased opportunities of pursuing them, the percentage of those who choose to enter them does not materially vary from year to year, taking as a basis the entire enrollment. But the point is that a very large proportion of high-school attendance is clear gain to the cause of learning, and to the country. That is, without the public high school, at least one-half (I believe three-fourths) of those attending would have stopped with the rudiments; some from indifference, the most from inability to enter private institutions.

OTHER BENEFICIAL EFFECTS.

There is another consideration bearing upon this question: The effect of public high schools upon the cost of tuition in private schools of like grade, and more especially upon their character and standard of excellence. This influence is very great, in both of those directions; much greater than is generally imagined. In fact, I am not sure that the retention of the public high school might not be successfully argued as a measure of public economy and utility, on those two grounds alone.

The cost, *per capita*, of education in the public schools is often criticised, and the smallness of the difference in cost between public and private schools is remarked upon to the disparagement of the former. But abolish the public schools, and note the effect. An immediate and enormous advance of tuition and other expenses would certainly follow. Take away the ubiquitous and gigantic competition of the public schools, and the old monopoly prices would be restored as sure as that human nature will remain unchanged.

But even more potent and imperative has been the effect of public schools, especially public high schools, upon the literary character of private schools of like nominal grade. It has swept through them like a hurricane, blowing the chaff and pretense to the four winds. Every good public high school takes the breath clean out of half the sham academies and select private schools for miles around, and forces the rest of them to "new departures" in scholarship and thoroughness, with all speed. This is a great and positive public benefit—one with which we are all familiar, and which can not be questioned.

VALUE AND NERD OF SCHOOL SUPERVISION.

I am persuaded that county supervision can not be dispensed with without serious detriment to the free-school interests of the State. I believe that its benefits are so obvious and manifold, that it ought to have and will have a permanent place in the final adjustment of the working forces in every State school law—that experience has abundantly demonstrated its claim to be regarded as an indispensable part of the true American system of school supervision. As stated by Mr. Wells, the late national educational convention, in which the Government itself was represented by its able and efficient Commissioner of Education, and three-fourths of the States of the Union by their most intelligent and experienced educators, distinctly affirmed its concurrence in this view, by its approval of the report on school supervision, presented by an eminent teacher of Massachusetts, in which the place and value of the county superintendency in every well-devised scheme of State education were clearly shown and forcibly argued. The tendency of the best thought and ripest judgment of educational men in this country is unmistakably in the same direction. It can hardly be doubted that the model system of school supervision, the ultimate system of the future, will embrace, as its essential parts, the State, the county, and the town.

NORMAL SCHOOLS.

In view of the recent enlargement of the sphere of common-school studies, and the consequent extraordinary demand for more teachers of improved qualifications, the steady growth and prosperity of professional training-schools are noted with satisfaction.

The school first established for the specific purpose of fitting teachers for the common schools rests firmly upon assured foundations, and from its past ever-brightening history of fifteen years looks forward to a long and useful future. Another institution, devoted to the same objects, has been provided for by act of the general assembly, and the substantial and beautiful edifice designed for its use is rapidly advancing toward completion. Its early opening is demanded by the educational needs of Southern Illinois.

The training-schools in Cook and Peoria Counties are doing their appropriate work with enlarged facilities and increasing success. No additional organizations, under the county normal-school act, are reported, but the conviction of the need and value of such schools remains unchanged, and it is expected that they will gradually be established in other counties.

STATE NORMAL UNIVERSITY.

The condition and results of this institution are presented in an address by President Edwards, delivered June 27, 1872. After mentioning with praise the various persons who have been employed as instructors in the university, also the members of the board of education, he speaks cheerfully of the evidences of the permanence of the institution, and of its aims and purposes in the culture of teachers, both in the knowledge of the subjects to be taught and in the science or art of imparting instruction.

TEACHERS' INSTITUTES.

President Edwards, in this address, gives an account of what has been done in promoting and conducting educational institutes. Most of the counties in the State have been visited by some of the normal faculty for the purpose of lecturing upon educational topics and giving instruction at institutes. The aggregate of this work is 349 institutes and 503 addressees.

There have been several sessions of the Illinois State teachers' institute, at which instruction has been given by the normal faculty and others. The example has been

followed by many of the counties, and brief "normal schools" have been held in various places, to the great improvement of the profession. The last State institute numbered about 300, and was chiefly devoted to the natural sciences.

THE UNIVERSITY DIPLOMA.

This has no legal force, and any graduate who has received it is liable to be examined and rejected by a county superintendent. In this way the power of the university certificate is made to depend upon real worth, and not upon the compulsory provision of a legal enactment.

COST OF THE INSTITUTION.

There have been received from the State \$279,740.63. But the property now belonging to the institution, and owned by the State, is worth \$312,000. Therefore, the enterprise may be considered a profitable one. The amount of current expenses since 1857 has been \$203,591.32. On this basis the average cost per pupil has been only \$45.81 to the State.

THE MODEL SCHOOL.

In addition to the foregoing facts, as submitted in President Edwards's address, his semi-annual report, in December, 1872, shows especially the amount of practice-teaching done by the pupils of the university, and the strict methods of its inspection, in order to determine the progress and improvement. Each pupil-teacher is required to keep a diary, detailing each day's work, the subject of recitation, the difficulties encountered, and the methods employed in surmounting them. The writer is liable to be called on to read this record at any of the weekly meetings of the teachers, and the plan is found to be useful in many ways.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

The act to establish and maintain this institution was approved March 9, 1869, and funds are now asked from the general assembly to finish and furnish the new building. The amount required is estimated at \$85,088.23, and if this is granted, the school can be opened for the fall term of 1873.

COOK COUNTY NORMAL SCHOOL.

The prosperity of the Cook County Normal School is very marked. The success of its graduates in teaching is indicated by the fact that the demand exceeds the supply.

The school has a complete and thoroughly organized training department. The pupils are required to spend the first term receiving instruction in methods of presenting the elements of common-school studies. The second term they enter the training department, and each is required to teach from five to twenty days, having entire charge of a room of about fifty pupils. In the evening the pupil-teacher is required to give to the training-teacher a full account of the day's work done and a rehearsal of that of the next day. In this way all the pupil-teachers keep up the same course of instruction.

A preparatory department is connected with the school, where pupils are admitted by declaring their intention to enter the normal school when qualified.

The public schools of the district are organized in connection with the normal school, and are graded into high and grammar schools, with a model department.

A club boarding-house is connected with the school, where pupils may board at cost. The whole number of pupils since organization is 376; of graduates, 95.

PEORIA COUNTY NORMAL SCHOOL.

The whole number of pupils of this school for the four years since established has been 300. In January, 1872, it took possession of its new building, in which both the normal and training departments are accommodated. The pupils of the latter belong to the primary department of the public schools of the city, and receive instruction from the normal-school pupils, under the direction of the training-teacher.

The course of study embraces both common-school and higher branches, also methods of instruction and school management, and practice in the training department.

The beneficial results of the school are seen in the greater desire of teachers to fit themselves for their work; in the enlarged proportion of normal-school teachers; in the permanency of teachers, and in the better acquaintance among teachers.

EDUCATIONAL RIGHTS OF CHILDREN.

The superintendent treats of the subject of compulsory education at length, ably advocating its adoption. In support of his views he quotes fully from the argument of Hon. B. G. Northrop, secretary of the board of education for the State of Connecticut. Want of space compels the briefest abstract of Commissioner Bateman's arguments.

In answer to the question how the youth of the State shall be brought into the schools, the ground is taken that the fault of absenteeism and, hence, the evil of illiteracy lie at the doors of parents and guardians, and that a reformatory statute should be "not an act to compel the attendance of children at school, but an act to secure to children their right to a good common-school education." This right is not only natural, but constitutional and legal. It is "enumerated in the divine bill of rights in God's own gracious *magna charta*—the moral constitution and conscience of the race." The right of all children to the panoply of knowledge rests upon the high law of love and humanity, for they are all defenseless and impotent. "To send them forth without this preparation is cruelty; to neglect this duty is inexcusable; to refuse to perform it is a crime."

In Illinois these rights are guaranteed by constitution and law, and in conformity with these provisions there is a free-school system in successful operation. The machinery is complete. If those who have the custody of children neglect to avail themselves of these provisions, let them be required by law to discharge their duty. It is competent for the general assembly to pass such laws, and it is also necessary and expedient.

The admitted right of the State and of the community to tax all citizens for the support of schools for the free education of all children, is held to be liable to the charge of unjustness unless it carries with it the duty of the State, after taxing its citizens for the education of the children, to see to it that the children are educated. That when the property of the citizen is taken for this purpose of education, on the plea that in this way the State best provides for the protection of the citizen's property, the citizen has the right to claim that this pretended protection shall be made real. That to educate but a part of the children, leaving the children of the most dangerous classes to grow up in ignorance, is to fail utterly. The right to tax for free common schools carries with it the duty of compelling all parents to send their children to some school. He argues that this right is not tyrannical or anti-republican, but that it is based on the American idea of the best good of all.

POPULAR MISAPPREHENSIONS OF THE SUBJECT.

It is not proposed to drag children to school *vi et armis*, as some seem to imagine. That is but a goblin of the fancy, and, like all other phantoms of the brain, vanishes into thin air when closely confronted and interrogated. The proposed legal incentives to attendance, unfortunately called compulsion, belong to the simplest and most familiar category of legislative provisions. They are mildness itself compared with the penalties affixed to each of a hundred other statutes, to which the people have been accustomed all their lives, and which, though really so, they do not think of as compulsory at all. To illustrate, I quote the material sections of a bill, on this subject, introduced into our legislature last winter:

SECTION 1. *Be it enacted by the people of the State of Illinois, represented in the general assembly,* That every person having under his control a child between the ages of eight and fourteen years, shall annually, during the continuance of his control, send such child to some public school in the school district in which he resides, at least twelve weeks, if the public school of such district so long continues, six weeks of which time shall be consecutive; and for every neglect of such duty the party offending shall forfeit to the use of such school district a sum not exceeding twenty dollars.

SEC. 2. The penalty provided for in section one shall not be imposed in cases where it appears, upon the inquiry of the directors of any school district, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him or her with the necessary clothing and books, or that such child has been kept in any other school for said period of time, or has already acquired the branches of learning taught in the public schools, or that his or her bodily or mental condition has been such as to prevent his or her attendance at school, or application to study for the period required.

I cite these portions of that bill merely to show the utter—almost ludicrous—groundlessness of the popular notions about the nature and extent of the proposed compulsion.

AN OBJECTION EXAMINED.

It is said that such laws can not be enforced; that public sentiment is against them; that for a legislature to take a position a thousand moral leagues in advance of public opinion, and attempt to pull the people forward by a legal tow-line, is as chimerical as for a man-of-war to essay to take one of the islands of the sea into port with cable

and lawser—that in the one case as surely as in the other, the lines will be snapped asunder by the strain, leaving the mass unmoved. That is partly a truism, and partly a begging of the question. So much of it as affirms that laws (admitting there may be such) to which a majority of the people are actively opposed can not be executed, is a truism; like saying that a pyramid can not stand upon its apex. So much as assumes that public sentiment is hostile to such legislation, begs the question.

But when a great public issue, intrinsically vital, far-reaching, and aggressive, inviting criticism and assault, is separately and distinctly set before the people for examination and discussion—when that issue is discussed, thoroughly and exhaustively, and the whole body of electors are made familiar with it, and choose their delegates to the legislature with reference to it—and when a clear majority of the known friends of that measure are elected, and the contest is transferred from the hustings to legislative halls, and is again fought triumphantly through, and promulgated as the law of the land—that law is the will of the people; entrenched in their convictions, representing their moral sentiments, and challenging their respect and support—and it will be enforced.

PERTINENT QUERIES.

Now, has this great question of securing to all children the rights of education ever been *thoroughly* canvassed before the people? Has it ever been discussed in all its bearings, in conventions and mass meetings, in the press and on the "stump," from city to city, town to town, and school-house to school-house, as other exciting public questions have been? If so, when and where? If not, how can it be said that public sentiment is opposed to it, or is not ready for it?

Mere politicians, as a class, know little and care less about public education, or its place down among the profoundest elements of national life. The utterance of a few graceful platitudes, now and then, where personal thrift may be served thereby, is about all that the average professional politician attempts, or is equal to, indeed. There are conspicuous and even illustrious exceptions, but they are exceptions. The indifference, apathy, and downright ignorance of the great body of partisan politicians, in respect to the nature, needs, operations, and possibilities of our systems of popular instruction, and of the paramount claims of the problem of universal education to the most thoughtful study of every one who would know even the rudiments of true statesmanship, are facts as conspicuous as they are lamentable—facts that astonish and bewilder the publicists of enlightened nations in Europe, and which are a just opprobrium to us in the eyes of the world. In confirmation I might here mention instances occurring in high places, in the States and in the nation, that are simply astounding. Hence, when it is considered how largely American public opinion receives its impulse and trend from political leaders, it is no marvel that the people are so slow to grasp these higher ideas of education, and so ready to doubt and disparage them.

HOW TO TEST THE MATTER.

Let the claims of public education be set before the country as they really are in the clear, honest, white light of history, of reason, and of facts; let it be affirmed, as it ought to be affirmed, that all other political questions are dwarfed in the presence of the supreme inquiry: How shall the youth of the nation be educated—fitted to be the depositaries of the jewel of civil and religious liberty; the custodians of the national honor in arts and in arms? Let the fact be everywhere proclaimed that the Government of these United States, with all the delicate equipoises of its Constitution and laws—the momentous questions of peace and war, of finance and commerce, of the myriad industries of the people—that this Government and nation, with its splendid history and traditions, and its garnered hopes and prophecies for the political future of the nations of the earth, is, in very truth, in the hands and at the mercy of electors unable to read one word of its great Constitution, one word of its laws and their judicial expositions, one word of its illustrious history, one word even of the fateful ballots in their hands—by whom, at any general election, it may be hurled from the paths of national rectitude and honor, or precipitated into the gulf of anarchy; let it be shown to what enormous dimensions the evils of non-attendance and truancy have grown, the incredible waste of money and other educational resources thereby entailed, and the alarming fact that even in States where the schools are the best, and where the powers of the voluntary principle have been most nearly exhausted, the ratio of absenteeism has not been materially reduced; let the eyes of the people be turned toward the constantly augmenting hosts of ignorant young men annually crossing, in ceaseless procession, the line of manhood and assuming the ballot, and the superadded multitudes of equally ignorant electors recruited by naturalization from the tooming myriads pouring into the country from the Old World from every quarter of the globe; let the inevitable consequences of the exposure of this unintelligent and heterogeneous mass of voters to the arts and wiles of unprincipled demagogues be portrayed; let these *facts and impending perils* be made the themes of powerful leaders in the great news-

papers of the country, day after day, week after week, and month after month, as the comparatively paltry and ephemeral issues of partisan politics are; let them find earnest thinkers and eloquent tongues in conventions, mass-meetings, lyceums, lecture-halls, and pulpits, and be thundered forth with vehement earnestness, pungent appeal, and fiery rhetoric from every "stump" in the land, *then* see which way the tide of public sentiment will set! In less than twelve months the people would be thundering at the doors of general assemblies *demanding* compulsory laws, and opposition to their enforcement would be as chaff before the storm.

Unless we look more to the education of the people, to their intellectual and moral elevation, the time will come when we shall not have a country of which any good man would care to be President. With an educated and upright people, we may defy the worst man whom God will suffer to be elected President—he cannot do much mischief; while, with an ignorant and depraved people, the best President that ever sat in the seat of Washington would be powerless.

It is to be said, too, that the class that would be chiefly reached by compulsory laws are the very ones most in need of the rescue—the children of the avaricious and depraved, and of the teeming thousands from foreign lands.

THE VERDICT OF STATISTICS.

Finally, the expediency and present necessity of legislative interposition to shield the children of the State from the dangers and the wrong of ignorance may be urged with unanswerable force from the statistics of absenteeism, truancy, and illiteracy in this country. It is an incontrovertible fact that the voluntary plan is but partially successful. The proof is as overwhelming as it is alarming. The evidence is comprehensive and cumulative. It pours in from every State and Territory, and from all the chief cities of the republic. The reports of State and city superintendents, and of the national Commissioner of Education, are burdened with the sad details. The number of absentees and truants in our chief commercial metropolis was reported, eight years ago, as a mighty army, 100,000 strong, and subsequent reports show little comparative improvement. Taking all the States from which reports are at hand, and the number who are even enrolled, in any given year, averages less than half the total school-going population, while the average daily attendance is less than one-fifth of that population.

But the fact that has most to do with the present inquiry is, that a comparison of the statistics of the last decade shows but slight *improvement* in the ratio of attendants to non-attendants, taking all the States, Territories, and cities into the account; while in many the change has even been for the worse—disproving the view that the evil is steadily abating, and that, with better teachers, better methods, and better schools, it will continue to decrease till the minimum is practically reached, without the intervention of law. For in no preceding ten years of our common-school history has progress in the science and methods of teaching, and in whatsoever makes school inviting and effective, been so marked and rapid.

No; we are not "doing well enough" in this matter, as some affirm and try to believe. We must do a great deal better, and make haste about it, too. With the best school *systems*, and, upon the whole, the best schools in the world, as I verily believe—certainly the best *for us*—yet lack we this one thing. And while we palter about imaginary infractions of personal liberty, and fancied assumptions of power by the State, and refuse to invoke the only arm that seems to have power to save, increasing myriads of native-born youth are growing up in illiteracy and vice, and the number is constantly augmented by still more ignorant masses from foreign shores. How long can the country endure this accumulating weight and strain without parting asunder, or settling down into the furrows of the sea? The laws of cause and effect are inexorable and sure. The means of safety are at hand; if we do not use them, no miracle will be wrought to avert our destruction.

CONCLUSION.

Attention has now been invited to the general condition of the school-system as shown by statistics; to the leading provisions of the new school-law, and the changes effected thereby; to the changes believed to be beneficial, and to those from which unfavorable results are apprehended; to the large and excellent results anticipated, and in part already realized, from making the rudiments of natural science a part of the common-school course; to the condition and prospects of the State and county normal schools; and to the facts and arguments in favor of legal measures to secure the educational rights of children, and thereby to arrest the growing evil of non-attendance. It only remains to gather up, in a few brief sentences, the general results for the period covered by the report, and to restate the suggestions and recommendations that have been made with a view to the improvement and increased efficiency of the system.

The schools.—There are in the State three hundred and eighty-five more public schools than there were two years ago, and, by the reports of county superintendents, 9,334 more pupils in the schools. The increase in the number of scholars is in fact considerably greater than the above, probably 10,000 or 15,000 more. For some unknown reason, no reports of attendance were furnished, for 1872, from one of the largest cities in the State, outside of Chicago, and from three or four large villages. The actual increase of pupils in the two years is about 25,000. The figures show a decrease of 9,741 in the average daily attendance in 1872, as compared with 1870. This also, for the reasons just given, is, in part, apparent only, not real. The missing reports would considerably increase the exhibit of daily attendance, and possibly show a small increase over that of 1870 and 1871. But a decrease in this decisive test of school-work—average daily attendance—may be looked for in the future, under the combined influence of the provision requiring the distribution of funds to districts without regard to attendance, and the absence of all legal obligations touching the matter of attendance. The former provision was in effect but one month—September—of the school year, 1872, and its existence had not probably become generally known at that time. Facts recently brought to notice render it certain that, if not repealed or modified, it will hereafter have a very depressing effect upon the element of attendance. The other cause of the lamentably small average daily attendance—absence of legislation in regard to absenteeism—will of course continue to operate, and it is believed with increasing effect, until the proper correctives are applied. Is it not a very grave fact that of the 882,693 persons of lawful school age, only 662,049 were in the schools at all, in 1872; and that less than one-half even of that number were in daily attendance? It is noteworthy that the number of private schools is shown by the reports to have decreased 94, and the number of pupils in such schools 6,217, during the last two years. The whole number of private-school scholars reported in 1872 is 34,784, an element of inconsiderable importance in the matter of absenteeism just referred to, when the entire school census of the State is taken into view. The number of districts sustaining schools for the full legal term of six months is 588 greater than in 1870, while the number failing to have any school at all is 87 less than it was two years ago. The increase in the number of teachers has been, ladies, 510; gentlemen, 333; total, 843. There has also been a slight increase in the average monthly wages paid.

There has been no falling off in the average qualifications of teachers, nor in the amount or quality of the instruction imparted. On the contrary, the period covered by this report has witnessed a marked general advance in the average fitness and attainments of teachers, in their methods of instruction, and in the average net results of their labors. Improvement in all these particulars has been especially noticeable during the last school year, in which, as the figures show, the number of county institutes held, the average length of their sessions, and the number of teachers attending them, have been much greater than in any preceding year since the free-school system was established. The report exhibits the very significant facts that 160 of these temporary county normal schools were held in 1872, each one of nearly 5½ days' average duration, or an aggregate of 866 working-days, equivalent to the continuous session of one institute for more than three years; and that nearly 8,000 different teachers were in attendance. These facts point significantly in the direction indicated—improvement in qualifications and teaching-force—because attendance upon institutes is not obligatory, is always attended with more or less expense to the teacher, and, under the present law, with loss of the time also. Hence the chief motive to attendance can only be a desire for professional improvement. It is asked how these facts and statements consist with the criticisms and strictures given in the former part of the report. It is replied that they are both true and entirely compatible. The allegation of grave defects and short-comings is surely not negated by the admission of improvement and progress. While re-affirming in the most emphatic manner the belief that the common schools of the State are not accomplishing what they should, either in the amount, kind, or quality of the instruction imparted, and that they never will or can approach the full measure of their beneficent powers and possibilities until the means that have been suggested for their greater efficiency are substantially adopted and carried into effect, it is at the same time affirmed, on the basis of known facts and figures, that more and better school work was done by the teachers of this State during the last school year than in any preceding one. It is not that we are retrograding, nor yet that we are not advancing, but that we are not advancing fast enough, that the present exposition of defects and complaints, with the plea for immediate and radical measures of improvement, has been made. The schools are not feebler and poorer than they were fifteen years ago; they are stronger and better every way; but a different people sits in judgment upon them. In that decade and a half the State has passed into a new era of public opinion and intelligence on the subject of education and schools. Much that once passed unchallenged in school philosophy and practice is now confronted and interrogated by citizens who, having given some thought to the subject, have opinions of their own, and decline any longer to take everything of that nature on trust.

THE SCHOOL LAW—AMENDMENTS.

County superintendents of schools.—In accordance with the views advanced in the preceding pages of this report, I respectfully advise and recommend the adoption and pursuance hereafter of the following course in respect to county superintendents of schools:

1. That they be considered and treated as officers or agents of the State, in connection with the free-school system; and not as county officers, in the ordinary sense; and that they continue to be elected by the people, as now, or appointed by the governor, with the advice and consent of the senate, as may, upon due reflection, be regarded as most conducive to the efficient administration of the school system and to the best interests of public education.

2. That, whether elected or appointed, suitable conditions be imposed, compliance with which shall be necessary in order to render a person eligible to the office of county superintendent of schools; that the conditions and qualifications so imposed and required shall be just and reasonable; so prescribed and adjusted as, on the one hand, to insure the services of competent, faithful, and upright men, while, on the other hand, no really capable and suitable person shall be excluded from the office by reason of any unwisely arbitrary or inflexible rules. It is believed that such an adjustment of conditions and qualifications is practicable.

3. That all county superintendents of schools, whether appointed or elected, be required to devote their entire time to the educational and general duties of the office in such manner as, in their judgment, the interests of the common schools in their respective counties, and the general good of the system of public education, may seem to require.

4. That the proper authorities of each county be required to provide and suitably furnish an office for the use of the county superintendent of schools.

5. That authority to examine and license teachers of common schools, under the general school law, in each county, and to renew or revoke certificates, be vested in the county superintendent exclusively; all examinations to be conducted by him in person, or through examiners by him appointed, and no county certificate to be valid without his official signature.

6. That all commissions, percentages, and per diem, now allowed county superintendents of schools, by law, be repealed and abolished, and, in lieu thereof, that each and all of said county superintendents be paid a fixed and definite annual salary, the amount thereof to be designated and prescribed in the school law; which salary shall be in full for all official services rendered and all official duties performed by them, of whatsoever kind, and sufficient in amount to properly remunerate and support, in each county of the State, a superintendent of schools possessing the before-mentioned qualifications.

7. That with reference to the salaries of county superintendents of schools, the counties of the State be divided into five or more classes, according to population, as shown by the Federal census of 1870, the superintendents in the several counties comprising any given class to receive each the same salary, provided that the lowest salary allowed the several superintendents of any class shall not be less than one thousand dollars, nor the highest more than three thousand dollars.

8. That the salaries of each and all of said county superintendents of schools, after the same shall have been fixed and determined by law as aforesaid, be paid out of the State treasury quarter-yearly, on the warrant of the auditor of public accounts, from the school fund; and that the amount so paid to the county superintendent of each county be annually deducted by the auditor from the distributive share of the State school funds accruing to such county.

The two-mill State school-tax.—I respectfully advise and recommend that the designation of a particular rate of school tax, to be levied by the auditor for the support of common schools, be discontinued and dispensed with, and that, in lieu thereof, a specific annual sum be appropriated by the general assembly for the support of common schools, leaving the auditor to determine, from time to time, according to the aggregate assessed valuation of property in the State returned to him, the rate necessary to produce the amount so appropriated. There are believed to be many good and sufficient reasons for this change in the mode of raising the funds necessary for the support of common schools, and that the effect would be in all respects favorable to the educational interests of the State. I also recommend that the amount of common-school revenue raised directly by the State be largely increased, so that the local district school taxes may be proportionally diminished, and the burdens and benefits of the school system, financially considered, more nearly equalized. I do not think it would be advisable to entirely relieve the inhabitants of the several school districts from the necessity of a supplementary local tax, but there is little probability of that, as it would require the State appropriation to be increased more than five times the present amount. I am of the opinion, however, that if the sum now appropriated by the State were doubled, it would prove a wise and beneficial measure.

Apportionment of funds to school districts.—I further advise and recommend that the

former rule for the apportionment of funds by boards of township trustees to school districts be restored; that is, that one-half of said funds be distributed to districts in proportion to the number of children under twenty-one years of age in each respective district, and the other half in proportion to the attendance certified in the schedules, as heretofore.

The school month.—For the reasons mentioned in the preceding part of the report, I recommend that twenty school days be established as the legal common-school month in this State; that the phrase "school days" be held to mean all the days of the week except Saturday, Sunday, and the legal school holidays; that by "legal school holidays" shall be understood the following, and no others: The first day of January, the fourth day of July, the twenty-fifth day of December, and any day or days appointed or recommended by the governor of this State, or by the President of the United States, as a day of fast or thanksgiving; that teachers shall not be required to teach on any of such legal school holidays, and that when any such holiday occurs during a term of school, it shall be counted in and as a part of such term of school, whether school be actually holden on said day or not. It is considered important, to prevent misapprehension and confusion, that these several points be explicitly determined and settled by law.

Unlawful exclusion of pupils.—I recommend that more adequate penalties, and surer and speedier modes of redress, be provided in cases where boards of school directors, or boards of education, unlawfully neglect or refuse to furnish and secure to all children justly and legally entitled thereto, the right and opportunity to an equal education in the free schools under the control of such boards.

Institutes for special and general instruction.—I advise and recommend that a system of institutes of instruction be organized, established, and put in operation during the ensuing two years, under State control, in such form as may be considered wise and expedient, the objects of which shall be to improve the qualifications of teachers and those about to teach, and to enlighten the people in regard to education, and arouse in their minds a proper interest in the subject; that, in furtherance of these ends, it be provided that instruction shall be given in such institutes, to the teachers, in the art and methods of teaching; special attention being given to the branches of study usually taught in the elementary free schools, and more particularly to the rudiments of the natural sciences recently added to the common-school course of studies; and that addresses shall be delivered to the people on matters of education, science, the relations of the common schools to the arts, industries, prosperity, and happiness of the commonwealth, and any other subjects, the discussion of which will tend to increase the intelligence of the people, and attach them more closely and wisely to our grand system of public education; and that, to meet the expenses of such institutes, the sum of ten thousand dollars per annum be appropriated, for the next two years, from the State treasury, to be drawn therefrom in such manner, and upon such orders and vouchers, as may be prescribed by law. Some of the considerations upon which this recommendation is based may be found in the preceding part of the report. I cannot adequately express my sense of the importance of this measure at this time, nor my estimate of the good results that would follow its adoption. It is again most earnestly commended to the favorable notice and enlightened action of the general assembly.

Educational rights of children.—And finally, it is respectfully advised and recommended that those who have the control of children be required, by appropriate legislation, to see that such children have the opportunity to acquire a good common-school education, either by sending them to the public schools for the necessary period, or by providing for them, and securing to them, some other equal educational facilities. Some of the reasons for believing that such legislation is constitutional, necessary, and expedient, have already been given.

With these few amendments and additions to the school law, and to the working educational forces of the State, it may reasonably be anticipated that the free schools of Illinois will enter upon a period of greatly increased prosperity, efficiency, and usefulness.

CHICAGO.

THE FIRE.

The latest history of the schools of this city includes the record of the great fire, a calamity to the educational as well as business interests of the community. Before this misfortune, both private and public institutions of learning were in excellent condition. The fire destroyed fifteen fine school-buildings, of which ten were owned by the city. The loss of these last amounted to \$249,780, and left 10,000 children without school accommodations and 100 teachers out of employment. These were promised places as soon as vacancies occurred, and hence no examinations have since taken place, as no teachers have been needed beyond those already employed.

PUBLIC SPIRIT OF THE TEACHERS.

While yet in doubt as to the extent of loss by the fire and whether the schools could be sustained, the teachers of the city unitedly offered to continue their work till the close of the year, regardless of compensation. The offer was accepted, and all the children, on application, were, as soon as possible, re-installed in some school.

EFFECTS OF THE FIRE.

The examinations for the year, and especially for admission to the high school, have shown no appreciable difference; and, although the progress of pupils has been affected by the frequent changes, the instruction has been as thorough as before.

The year closed with only 2 per cent. less pupils than it began, though the teaching force had been reduced 20 per cent.

The schools have suffered most from irregular attendance, and also in the necessary withdrawal of many of the older pupils; yet this last is compensated for by the examples of heroism manifested in the struggles of some to complete their course.

The evening schools have not been resumed since the fire.

Generous relief, both in money and clothing, was forwarded to the teachers and pupils from various sources, and carefully distributed among them.

BOARD OF EDUCATION.

An entire new board, consisting of fifteen members, was nominated by the mayor on the 1st of July.

SCHOOL-BUILDINGS.

Four of the burned school-buildings have been re-erected in the north division, and another, in place of two which were destroyed, was expected to be completed by the 1st of January. Four new buildings have also been erected at a cost of \$188,454.16 for buildings and lots, and \$7,958.85 for furniture. Additional accommodations are needed, especially on account of the increase of the mechanic and laboring population to rebuild the city.

INCREASE OF SCHOLARS.

There has been an increase of over 100 per cent. in the last seven years, and it was believed that the fall term would open with not far from 35,000 pupils.

BRANCHES OF STUDY.

Particular attention is paid to music, and at the close of the last year all the grammar grades were examined for the first time in reading music at sight. German is very generally taught, and over 4,500 pupils of the public schools are studying that language. Greek, Latin, and French, in addition, are taught in the high school.

THE HIGH SCHOOL.

Notwithstanding the disadvantages occasioned by the fire, the closing examinations of this school compare favorably with those of former years. There were fifty-four graduates at the last anniversary.

THE NORMAL SCHOOL.

The normal department of the high school became an independent school in 1871. The first graduating class of the department consisted of one member; the school now contributes about twenty-five teachers annually to the service of the city, and these have been almost uniformly successful in their work. All but three of the alumni of the normal school have taught in the public schools.

A school of practice, consisting of divisions from one of the district schools, is located in the normal building, and the pupils of the normal school are required to teach in this at least two consecutive weeks before graduation, in order to acquire, under proper supervision, correct modes of discipline and instruction. They are also frequently called into practice to supply temporary absences of teachers in the city schools.

All applicants for positions in the public schools, whose qualifications are approved by the board of education, but who are without experience in teaching, are required

to spend some time in the departments of the normal school, there to demonstrate their ability for practical work.

A higher standard of scholarship is now required for admission than formerly, which is responded to by enlarged preparation on the part of candidates, and no falling off of numbers.

Hereafter two classes will be graduated annually.

JACKSONVILLE.

THE PORTUGUESE ELEMENT.

The few following facts are offered in answer to the many inquiries that have been made in regard to the Portuguese element in the city and schools of Jacksonville:

It is about twenty years since a number of Portuguese, driven from their homes in the island of Madeira by religious persecution, fled to the United States. The peculiar advantages offered by Illinois induced them to settle in that State, dividing their numbers about equally between Jacksonville and Springfield. The first colony numbered about 300. Since then many more have arrived, so that there are now about 1,200 Portuguese in Jacksonville. They were very destitute when they arrived, but through their industry and frugality nearly every family has secured a comfortable home. They have established two Protestant churches, in which service is conducted in their native language. The number of Portuguese children in the public schools is 230.

STATE NORMAL UNIVERSITY.

This institution closed its fifteenth year in June, 1872. At the closing exercises of the term, the president, in his address, stated that, since the founding of the institution, there have been in the normal school 2,617 pupils, making the admissions on an average 174½ per year. But for the last two years the admissions have averaged 266½ per year. In the model school the total attendance has been 2,626. Over 700 pupils of the university are engaged in teaching, and of these 75 are acting as principals or superintendents. The cost of education per pupil is \$91.61. The number of graduates has been 200 in the normal and 17 in the high school.

FUNDS DERIVED FROM UNITED STATES GRANTS.

The institution has been mainly supported by the interest of the college and seminary fund. This has usually been spoken of as a State appropriation. But it does not come as a gift from the State. It is the interest on a fund donated by Congress for the maintenance of a State institution of learning. The State is only a trustee of the fund.

MODEL DEPARTMENT.

The model department is divided into three grades—high, grammar, and primary. The permanent teachers are assisted by the pupil-teachers from the normal school. The classical course is very thorough. Young men who have taken this course enter Harvard or Yale without conditions.

An additional course of study has been arranged to meet the demands of the new "school law." All the students have an opportunity to take this course.

MUSEUM AND LIBRARY.

The museum and library formerly belonging to the Illinois Natural History Society are in the university building, and to these the students of the university have access under suitable restrictions. The museum has an exceedingly valuable collection, and the contents are nearly all catalogued in a manner most convenient for reference.

PUBLIC EDUCATIONAL LECTURES BY THE FACULTY.

President Edwards stated in his address that most of the counties in the State had been visited by some of the normal faculty, for the purpose of lecturing upon educational topics and giving instruction at institutes. Altogether, 349 institutes have been attended and 503 addresses delivered.

The condition of the university in every way leaves nothing to be desired.

COOK COUNTY NORMAL AND TRAINING SCHOOL.

The number of different pupils who have belonged to this school since its organization is 316. Of these, 86 have completed the course of study and received diplomas. *Normal students* are required to practice in the model-school from five to twenty days *each year of their attendance at the school.*

GERMAN-ENGLISH NORMAL SCHOOL.

In this institution students are prepared to teach in either German or English schools. Its departments are normal, preparatory, academic, and a model-school. A class in horticulture receives theoretical and practical instruction. There are two libraries—one German and one English.

ILLINOIS INDUSTRIAL UNIVERSITY.

The grounds occupied by the university embrace about 623 acres. The new university building is one of the most spacious and convenient on this continent. It is 214 feet in length, with a depth on the wings of 122 feet. This building is designed wholly for public use. The library wing is fire-proof, and contains five large halls devoted to the library and various cabinets and museums. The new mechanical building and drill-hall is of brick, 128 feet in length by 88 feet in width. The barns and greenhouses are extensive and valuable.

Besides these lands and buildings, which are, with furniture, library, &c., valued at \$300,000, the university owns 25,000 acres of well-selected lands in Minnesota and Nebraska. Its endowment funds amount to \$364,000; other property is valued at \$33,000. The State has appropriated \$25,000 to the agricultural department; \$20,000 to the historical department; \$25,000 for mechanical building and drill-room; \$75,000 for the erection of the main building; \$10,500 to furnish the chemical laboratory; and \$20,000 for library and apparatus.

The university embraces the following colleges and schools: 1. The college of agriculture, subdivided into two schools—one of agriculture proper, the other of horticulture and fruit-growing. 2. The college of engineering, subdivided into four schools—mechanical science, civil engineering, mining engineering, and architecture. 3. The college of natural science, subdivided into two schools—chemistry and natural history. 4. The college of literature and science, subdivided into two schools—English and modern literature and ancient languages and literature. There is also a school of commerce, a school of military science, and a school of domestic science and arts.

The studies are elective, but the completion of one of these courses, or of the equivalents allowed in it, will be required to entitle the student to graduate.

CO-EDUCATION OF THE SEXES.

The purpose of the school of domestic science and arts is to provide a full course of instruction in the arts of the household and the sciences relating thereto. The instruction in this school was to begin with the college year, September, 1872, and to be developed as fast as practicable. Other schools, especially adapted to the wants of women, will be opened as fast as the means in the possession of the university will permit. Young ladies have free access to all the departments of the university, and several are already pursuing studies in the schools of chemistry, horticulture, architecture, and commerce.

It is expected that the old university building will be thoroughly refitted and devoted to the use of lady students and to the schools of domestic science and other schools for women, when the new building is fully prepared and occupied. But a year must elapse before the transfer can be effected. To meet the present want, arrangements are in progress to open near the university a boarding hall for ladies.

Labor is not compulsory, but is furnished, as far as possible, to all who desire it. Students, however, can not count upon paying more than one-half their expenses by working.

UNIVERSITY OF CHICAGO.

The small attendance at the law school of this university during the past year is owing to the fact of the law-school building having been destroyed in the fire of October, 1871, and the students scattered among the other schools.

LIBRARY AND MUSEUM.

Large additions have recently been made to the library, museum, and apparatus. The Hengstenburg library, containing about 13,000 volumes, and including one of the most valuable theological libraries in the country, is now put up in the university. A collection of 3,500 coins has been presented to the university by Rev. Miles Sanford, D. D., of Philadelphia.

SCIENTIFIC APPARATUS.

Among late donations of apparatus, are a Ruhmkorff's induction coil, one of the largest ever imported, and a full set of the famous Geissler's tubes. The Dearborn

servatory, which forms the astronomical department of the university, contains the largest telescope in the country. During the year arrangements were completed for the organization of a course in practical chemistry. The laboratory is quite new, and one of the best equipped in the West.

To meet the wants of the different classes of students, arrangements have been made for instruction in the branches necessary to a commercial education.

Students may reside at the university and pursue studies for a longer or shorter time, in any of the classes, at their own election, subject to the regulations of the faculty.

The site of the university was a gift of the late Senator Douglas. The accommodations have lately been increased by the completion of the main building, 136 by 72 feet. The cost of this building was over \$117,000.

The institution hitherto known as Wayland University, located at Beaver Dam, Wisconsin, has passed under the control of the university, and will hereafter be conducted as a preparatory department of that institution. The university has also leased the building recently erected at Winnetka, Illinois, 16 miles north of Chicago, for the purpose of maintaining a preparatory department at that place. These schools are open to both sexes. It is intended gradually to develop, in connection with the first named of these schools, a complete collegiate course of studies for young ladies, graduates of which shall receive the diploma of the University of Chicago.

SHURTLEFF COLLEGE.

The departments of study are theological, collegiate, academic, and preparatory. By a late act of the board of trustees, the preparatory and collegiate departments are open to both sexes. The wisdom of this action has been successfully tested during the current year. Students who do not propose to pursue a regular course of studies can recite in any of the classes of the preparatory and collegiate departments in which they can maintain an honorable standing. A phonographic department has been established, under the care of a practical phonographic reporter.

WHEATON COLLEGE.

This institution offers a ladies' course in each of its departments. A normal class and a commercial department are conducted in connection with the college.

As at Mount Holyoke and other like institutions, all the young ladies residing in the building, in addition to the care of their rooms, will work one hour each day in the household.

The new college buildings, erected at a cost of \$50,000, have been completed, and were opened for students in September, 1872.

SAINT IGNATIUS COLLEGE.

This institution, conducted by members of the Society of Jesus, is regularly chartered and empowered to confer all the degrees usual in colleges and universities. There are two courses of study, classical and commercial. There is also a preparatory department.

ILLINOIS WESLEYAN UNIVERSITY.

This institution is under the joint patronage of the Illinois and Central Illinois annual conferences of the Methodist Episcopal Church, which annually appoint committees to supervise the examinations and general management of the institution. Ladies and gentlemen are admitted on equal terms.

A scientific course has been arranged for those who do not desire the regular college course. There is also a preparatory department, offering the advantage of a first-class academy.

The endowment fund of the college is nearly \$200,000. A new building, costing over \$100,000, has lately been completed.

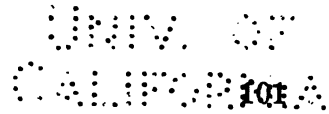
LOMBARD UNIVERSITY.

This is open to both sexes. There are two departments of instruction, collegiate and preparatory. The collegiate includes three courses of study, classical, scientific, and literary. Each of these courses occupies four years.

EUREKA COLLEGE.

Five courses of study are offered: collegiate, biblical, normal, commercial, and musical. The collegiate department comprises four courses: preparatory, baccalaureate, scientific, and academic. Ladies are admitted to all the departments on the same footing as gentlemen. The number of students has averaged over 200 annually since the organization of the college.

ILLINOIS.



MONMOUTH COLLEGE.

This institution comprises four departments: a collegiate department, (including a classical and a scientific course,) an academical department, a musical department, and an art department. Ladies are admitted to all the courses of study. Instruction is given in Hebrew sufficient to enable the student to enter an advanced theological class. Students completing the normal course will be entitled to a teacher's diploma. The geological cabinet of the college is one of the finest in the State.

WESTFIELD COLLEGE.

This institution is under the control of the Illinois, Central Illinois, and Lower Wabash conferences of the United Brethren in Christ. In addition to the classical and scientific courses, there is a teachers' or normal course, so organized as to meet the requirements of the new school law. Teachers' certificates will be issued to students completing this course. Ladies and gentlemen are admitted on equal terms.

EVANSTON COLLEGE FOR WOMEN.

The report of this college contains the remark, that "while it is true that many institutions are now nominally open to women, it is equally true that, without special provision for convenient and economical residence, and for such studies as they may wish to undertake, not found in the university curriculum, the advantage is often more nominal than real." This institution, under the direction and control of a board of lady trustees, seeks to make these special provisions, and to aid the Northwestern University to accomplish the task it has undertaken—the higher education of women.

CONSOLIDATION WITH THE NORTHWESTERN FEMALE COLLEGE.

The history of the Northwestern Female College, established at Evanston seventeen years ago, is inherited by the new college, which adopts as its own the alumni of the old college, and will use its building until next year, when its own will be completed.

The students of the college receive the greater part of their instruction from the faculty of the Northwestern University. While the classical and scientific courses of the university are open to ladies, who upon completing either will receive the corresponding diploma, another course has been arranged for those who prefer to give to the modern languages and history greater prominence than to the classics and higher mathematics. This course is shorter by one year than the courses of the university, and gives more scope to the choice of the student. The departments of music and the fine arts offer extraordinary facilities. The library of the Northwestern University, its reading-room and cabinet, are open to the students of the ladies' college.

Evanston is the most important suburb of Chicago, and the location of the college is in every way desirable and advantageous.

ILLINOIS FEMALE COLLEGE.

In addition to the course pursued in first-class academies, there are three departments: music, art, and business. The college library is large and valuable.

ALMIRA COLLEGE.

This institution is for young ladies. The collegiate course occupies four years, but pupils are encouraged to add another year to their course, that they may attain a higher culture in the languages, fine arts, and literature. A preparatory department is connected with the college.

ROCKFORD SEMINARY.

This institution has four departments: collegiate, (including a classical and scientific course,) preparatory, musical, and the department of drawing and painting. A normal class is formed when desired. The seminary originated in connection with Beloit College, and its founders designed to make liberal provisions for the thorough collegiate education of young ladies. Its charter gives full college powers.

JENNINGS SEMINARY.

The name was changed from Clark Seminary in 1869. There are five courses of study: classical, scientific, preparatory, commercial, and musical. Equal advantages are offered to ladies and gentlemen.

FERRY HALL.

This institution was organized as the "Ladies' collegiate and preparatory department of the Lake Forest University." Since its inauguration, three years ago, it has met with the most gratifying success.

The plan provides for a preparatory course, a collegiate course of four years, and thorough instruction in music, drawing, and painting. A university course, for the further pursuit of classics and the arts, will be provided for those who desire it.

RUSH MEDICAL COLLEGE.

This college announces its thirtieth annual course of lectures. The buildings of the college were destroyed in the fire of October, 1871. Temporary lecture and dissecting rooms are erected on the Cook County Hospital grounds. The Cook County commissioners having decided to erect permanent buildings, the trustees of the medical college have concluded to erect a new building in connection with the county hospital. The proximity to the county hospital, which is the largest in Chicago, offers superior advantages for clinical instruction. This is considered as more than a compensation for the great loss sustained by the destruction of the splendid college building.

BENNETT COLLEGE OF ECLECTIC MEDICINE AND SURGERY.

Among the advantages of this institution is a capital of \$50,000, free from all taxation. The old college building was destroyed in the fire of October, 1871. A new and commodious building has since been purchased. The course of instruction is complete and thorough in every department. The system of practice taught is genuinely eclectic. A free dispensary is established at the college, which affords opportunity for practice to students, and they have access to Cook County Hospital, one of the largest and best arranged in the country.

THEOLOGICAL SEMINARY OF THE NORTHWEST.

This seminary is conducted under the auspices and in the interests of the Presbyterian Church. The course of study occupies three years. The requisites for admission are, a connection with some evangelical church, and a regular course of collegiate study.

GARRETT BIBLICAL INSTITUTE.

This institution was first established for the benefit of young men of the Methodist Episcopal Church, but is now open to all evangelical denominations. It is aided in the instruction of its students by the Northwestern University and its preparatory school. These institutions and the biblical institute are located together on the same grounds. For those students who can study only a limited time, a partial preparatory and theological course has been arranged. Both the institute library and the university library are open to students of the institute. Tuition is free.

ILLINOIS INSTITUTION FOR THE EDUCATION OF THE BLIND.

The biennial report for 1869-70 states that the number of pupils had increased to 80, and the building was crowded to its utmost capacity. In April, 1869, the building was destroyed by fire. Another one was erected on the same site, but with only about half the capacity of the former one. The school is continued in all its departments, with as much advantage to the pupils as the limited room permits. Many applicants have to be refused for want of accommodation. On this ground a strong appeal is made to the legislature for funds to enlarge the building.

HOME FOR THE FRIENDLESS.

This benevolent institution, located in Chicago, makes its thirteenth annual report: The number of inmates at the beginning of the year was 77. The number admitted during the year was 1,582, of whom 1,008 were adults and 574 children; the number left 1,440. Of the children, 58 have gone to permanent homes and 31 have died. The average attendance in the school-room has been about 48. In the industrial department twenty-five girls between the ages of 13 and 17 have received instruction. Three-fourths of the income of the Home was cut off by the ravages of the fire of October, 1871. Enough is left to pay the running expenses of the school and mission, and this is largely increased by donations.

CHICAGO REFORM SCHOOL.

The guardians of this institution make their last report: While regarding with satisfaction the good that has been accomplished and expressing profound regret at the combined circumstances which necessitated the discontinuance of the institution, they fully indorse the action of the legislature in passing the "transfer bill," relieving the city of Chicago from the expense of maintaining "convicted" juvenile offenders when the State has provided a school for that purpose. As the law now stands, the school, since the beginning of 1871, has been used as a prison, the commitments and discharges being in accordance with prison rules, and though the reformatory measures were not relaxed, the guardians could not consistently carry out all the duties imposed on them by the law.

The total number in school during the year was 212; number discharged, 42; granted tickets of leave, 127; returned to care of parents, 12; escaped, 14; died, 1; transferred, 15; whole number sent out, 212; the whole number of inmates received into the institution since its opening, November, 1855, is 1,284; number sent out, 1,254; died, 30. Of the whole number received only 217 were of American parentage; the average age of admission was 12 to 13. Since the change in the law, during 1872, the average age of commitment has been 14 to 15.

As a reformatory institution the Chicago Reform School has been a grand success. It well repayed the outlay of time and money until the adverse decision of the supreme court, by which the law giving the power to care in this way for the ignorant and destitute was declared null and void, and the institution was restrained from continuing to perform the work for which it was called into existence. In other words, the ignorant, idle, and destitute had to become criminals before they could legally be placed in the reform school. This left the board of guardians almost powerless to carry on the work of reformation to a successful issue, for on the very day that a boy's sentence expired, then guardianship over him ceased.

In 1871 the city agreed to remove the institution and deliver the grounds and improvements to the county for the sum of \$50,000, and a bill was passed in the legislature providing for the transfer of the sentenced inmates to the reform school at Pontiac.

ILLINOIS INSTITUTION FOR THE EDUCATION OF FEEBLE-MINDED CHILDREN.

This institution, which was inaugurated as an experimental school for the education of feeble-minded children, has been so successful in training this unfortunate class that at the last session of the general assembly it was organized upon an independent basis, and was incorporated as one of the permanent charitable institutions of the State. The education furnished by the institution will include not only the simpler elements of instruction usually taught in the common schools, when that is practicable, but will embrace a course of training in the more practical matters of every-day life. The improvement and progress of the pupils have been very encouraging. This is a State institution; board and tuition are free during the school year of ten months.

CHICAGO ACADEMY OF SCIENCES.

The board of trustees has determined to rebuild the academy on the old lot on Wabash avenue. Work has been commenced upon the building, and it is progressing rapidly. It is expected that the library-room of the academy will be ready for use very soon, and it will be promptly occupied.

The officers of the board for the present year are, Colonel J. W. Foster, president; Dr. Norman Bride, recorder.

DEATH OF REV. S. FOSTER.

Rev. Samuel Foster died at Washington Heights April 1, 1872.

He was born at Hartland, Connecticut, 1799; graduated at Yale College, 1828; studied theology at New Haven, and was licensed to preach 1830; commissioned by the American Home Missionary Society, and started for Illinois in a buggy September 5, 1832; arrived at Springfield, over 1,200 miles, in just thirty traveling days; labored in different places in the State, forming churches and establishing schools, with great devotion and success till death.

DEATH OF F. A. LORD, M. D.

Frederick Augustus Lord, M. D., Professor Physiological and Medical Chemistry, in Hahnemann Medical College, Chicago, died of fever, September 13, 1872.

He was born at Lyme, Connecticut, 1837; graduated at Beloit College, Wisconsin, 1857; studied medicine with Dr. George E. Shipman, of Chicago, and attended the usual course of medical instruction at Ann Arbor, Michigan; graduated with high honors, and

returned another year to take a special course in chemistry ; practiced four years successfully at Sycamore, Illinois ; elected professor at Hahnemann Medical College, where he again distinguished himself by his industry, zeal, and thoroughness ; also conducting an extensive and growing practice. His attainments as a scholar, his careful and thorough culture, his skill as a physician, his accomplishments as a gentleman, and his perfect integrity as a man, all combined to render him one of the brightest ornaments of the profession.

ILLINOIS STATE TEACHERS' ASSOCIATION.

The eighteenth annual meeting of this association was held at Dixon, December 26, 27, and 29, 1871.

President J. H. Blodgett, of Rockford, gave a general account of school matters in his portion of the State ; J. Wilkinson, of Lincoln, Jephtha Hobbs, of Shelbyville, and Matthew Andrews, of Macomb, gave statements of progress in educational work in their respective neighborhoods, after which the president gave his annual address. He spoke of the free public-school system as unknown in Illinois twenty-five years ago, and, after reviewing the progress in this and various other directions during that period, he urged that personal consecration to his work on the part of the teacher was the most important preparation for his duties. The times demand the multiplication of men and women devoted to exalted principles, with faith enough to work on in consciousness of right, without impatience to see the results which are sure to come. Colonel L. H. Potter, of Soldiers' College, Fulton, spoke on "Religion in the public schools."

On the second day the association was divided into sections—high-school, intermediate, and primary. In the high-school section a paper was read by Edwin P. Frost on "Natural sciences ; to what extent shall they be taught ?" A discussion of the subject followed, which was generally participated in.

In the intermediate and primary sections "Analysis in reading," "Course of study in geography," "Oral instruction," and "Method in reading," were among the topics presented and discussed.

"The school law of Illinois" was the subject of an address by Hon. Newton Bateman ; and the "New departure in education" was presented in an address by D. L. Leonard, of Normal.

Officers elected : President, J. B. Roberts, Galesburgh ; secretary, William Jenkins, Ottawa ; treasurer, P. R. Walker, Creston.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Illinois was the fourth State in population, having 2,539,891 inhabitants, within an area of 55,410 square miles—an average of 45.84 persons to the square mile. This population consisted of 2,511,096 whites, 28,762 colored, 1 Chinese, and 32 Indians. Of these 2,024,693 were native, and 515,198 foreign-born. Of the native residents of the State 1,181,106 whites, 8,337 colored, and 10 Indians were born within its borders ; of the foreign-born inhabitants, 203,766 were born in Germany, 5,337 were born in England, and 120,162 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 548,225 persons attended school, of whom 25,286 were foreign-born. The white scholars numbered 545,897, of whom 284,034 were males and 261,813 females. The colored scholars numbered 2,324, of whom 1,169 were males and 1,155 females. One female and 3 male Indians were also reported.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 133,584, of whom 42,989 were foreign-born.

Age, sex, and race of illiterates.—Of the 123,624 white illiterates, 11,865 were from 10 to 15 years old, of whom 6,562 were males and 5,303 females ; 14,101 were from 15 to 21 years of age, of whom 7,208 were males and 6,893 females ; 97,658 were 21 years old and over, of whom 40,801 were males and 56,857 females. Of the 9,950 colored illiterates, 660 were from 10 to 15 years old, of whom 335 were males and 325 females ; 1,239 were from 15 to 21 years old, of whom 620 were males and 619 females ; 8,051 were 21 years old and upward, of whom 3,969 were males and 4,082 females. Five male and 5 female Indians were also reported, 21 years old and over.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 11,835, having 24,056 teachers, of whom 10,411 were males and 13,645 females ; and 767,775 pupils, of whom 389,955 were males and 377,820 females.

Amount and source of educational income.—The total income of all the educational institutions was \$9,970,000, of which \$252,569 were derived from endowments, \$6,027,510 from taxation and public funds, and \$3,689,930 from other sources, including tuition.

Public schools.—The 11,050 public schools had 20,097 teachers—8,971 males and 11,306 females, with 677,623 pupils, of whom 343,445 were males and 334,178 females. They possessed a total income of \$7,810,265, of which \$5,858,249 were derived from taxation and public funds, and \$1,952,016 from tuition and other sources.

Colleges.—The 26 colleges had 223 teachers, 190 males and 33 females, and 4,657 students, of whom 3,930 were males and 727 females. They had a total income of \$271,065, of which \$109,210 were derived from endowment, \$25,000 from taxation and public funds, and \$136,855 from tuition and other sources.

Academies.—The 32 academies had 225 teachers, 64 males and 161 females, with 4,690 pupils—1,394 males and 3,296 females. They possessed an income of \$257,643, of which \$20,421 were derived from endowment and \$237,222 from tuition and other sources.

Private schools.—The 531 private day and boarding schools had 1,526 teachers, 491 males and 1,035 females, with 41,456 pupils, of whom 21,414 were males and 20,044 females. They possessed a total income of \$966,262, of which \$5,000 were derived from endowment and \$961,262 from tuition and other sources.

Libraries.—There were 3,705 public libraries, with 924,545 volumes, and 9,865 private libraries, with 2,399,369 volumes; making 13,570 libraries, containing 3,324,914 volumes.

The press.—The 505 periodicals had an aggregate circulation of 1,722,541 copies, and an aggregate annual issue of 113,140,492 copies.

Churches.—Of the 4,293 church organizations, 3,459 possessed edifices with 1,201,403 sittings, and the church property was valued at \$22,664,283.

Pauperism.—Of the 2,363 paupers, 1,213 were native whites, 41 native colored, and 1,109 foreigners.

Crime.—Of 1,795 persons in prison June 1, 1870, 1,229 were native whites, 143 native colored, and 423 foreigners; 1,552 persons were convicted during the year.

Age and sex of population.—Of the total population, 818,766 persons were from 5 to 18 years old, of whom 414,547 were males and 404,219 females; 1,809,606 persons were ten years old and over, of whom 946,717 were males and 862,889 females.

Occupations.—There were 742,015 persons of these ages engaged in various occupations, of whom 678,732 were males and 63,283 females; 376,441 persons were engaged in agricultural pursuits, of whom 375,407 were males and 1,034 females; 151,931 in personal and professional services, of whom 99,337 were males and 52,594 females; 80,422 in trade and transportation, of whom 79,876 were males and 546 females; 133,221 in manufactures and mechanical and mining industries, of whom 124,112 were males and 9,109 females.

Age and sex of working population.—Of the 742,015 employed persons, 25,551 were from 10 to 15 years old, of whom 21,742 were males and 3,809 females; 687,303 were from 16 to 59 years old, of whom 628,593 were males and 58,710 females; 29,161 were 60 years old and over, of whom 23,397 were males and 764 females.

SCHOOL OFFICIALS.

HON. NEWTON BATEMAN, *State superintendent of public instruction, Springfield.*

COUNTY SUPERINTENDENTS.

Counties.	Superintendent.	Post office address.
Adams.....	John H. Black.....	Quincy.
Alexander.....	John C. White.....	Cairo.
Bond.....	Rev. Thomas W. Hynes.....	Greenville.
Boone.....	William H. Durham.....	Belvidere.
Brown.....	Hon. John P. Richmond.....	Mount Sterling.
Bureau.....	Rev. Albert Ethridge.....	Princeton.
Calhoun.....	Solomon Lammy.....	Hardin.
Carroll.....	James E. Millard.....	Lanark.
Cass.....	Harvey Tate.....	Virginia.
Champaign.....	Thomas R. Leal.....	Urbana.
Christian.....	William F. Gorrell.....	Taylorville.
Clark.....	William T. Adams.....	Marshall.
Clay.....	Charles H. Murray.....	Louisville.
Clinton.....	Solomon R. Wylie.....	Trenton.
Coles.....	Rev. Stephen J. Bovell.....	Ashmore.
Cook.....	Albert G. Lane.....	Chicago.
Crawford.....	Samuel A. Burner.....	Robinson.
Cumberland.....	William E. Lake.....	Majority Point.
De Kalb.....	Horace P. Hall.....	Sycamore.
De Witt.....	Francis M. Vanlue.....	Clinton.
Douglas.....	Samuel T. Callaway.....	Tuscola.
Du Page.....	Charles W. Richmond.....	Naperville.
Edgar.....	Andrew J. Mapea.....	Paris.
Edwards.....	Levinus Harris.....	Albion.
Effingham.....	Sylvester F. Gilmore.....	Effingham.
Fayette.....	David H. Mays.....	Vandalia.
Ford.....	William L. Conron.....	Piper City.
Franklin.....	Robert R. Link.....	Benton.
Fulton.....	Horatio J. Benton.....	Lewistown.
Gallatin.....	Nathaniel P. Holderly.....	Ridgway.

COUNTY SUPERINTENDENTS—Continued.

Counties.	Superintendent.	Post-office address.
Greene	Caleb A. Worley	Carrollton.
Grundy	Hiram C. Goold	Morris.
Hamilton	George B. Robinson	McLeansborough.
Hancock	Rev. William Griffin	Cartage.
Hardin	John Jack	Elizabethtown.
Henderson	R. P. Randall	Olena.
Henry	Henry S. Comstock	Cambridge.
Iroquois	L. T. Henins	Oakalla.
Jackson	John Ford	Murphysborough.
Jasper	P. S. McLaughlin	Newton.
Jefferson	George W. Johnson	Mount Vernon.
Jersey	Charles H. Knapp	Jerseyville.
Jo Daviess	George W. Pepon	Warren.
Johnson	Robert M. Fisher	Vienna.
Kane	George B. Charles	Aurora.
Kankakee	Rev. Frederick W. Beecher	Kankakee.
Kendall	John R. Marshall	Yorkville.
Knox	Frederick Christianer	Abingdon.
Lake	Charles G. Tarbell	Wauconda.
La Salle	George S. Maywood	La Salle.
Lawrence	Ozias V. Smith	Lawrenceville.
Lee	James H. Preston	Amboy.
Livingston	H. H. Hill	Pontiac.
Logan	Levi T. Regan	Lincoln.
Macon	Oscar F. McKim	Decatur.
Macoupin	Fletcher H. Chapman	Carlinville.
Madison	John Weaver	Edwardsville.
Marion	James McHenry	Salem.
Marshall	Thomas J. Shon	Varna.
Mason	Henry H. Morse	Havana.
Mascac	William H. Scott	Metropolia.
McDonough	Lloyd H. Copeland	Macomb.
McHenry	Gardner S. Southworth	Woodstock.
McLean	John Hull	Bloomington.
Menard	William H. Berry	Petersburgh.
Mercer	Frederick W. Livingston	Keithsburg.
Monroe	Joseph W. Rickert	Waterloo.
Montgomery	Rev. Hiram L. Gregory	Irving.
Morgan	Samuel M. Martin	Jacksonville.
Moultrie	David F. Stearns	Sullivan.
Ogle	Edward L. Wells	Oregon.
Peoria	N. E. Worthington	Peoria.
Perry	B. G. Roots	Tamaroa.
Piatt	Caleb A. Tatman	Monticello.
Pike	John N. Jewell	Pittsfield.
Pope	Theodore Steyer	Golconda.
Pulaski	James H. Brown	Mound City.
Putnam	A. W. Durley	Hennepin.
Randolph	Robert P. Thompson	Chester.
Richland	John C. Scott	Olney.
Rock Island	Mansfield M. Sturgeon	Rock Island.
Saline	Frederic F. Johnson	Harrisburgh.
Sangamon	Warren Burgett	Springfield.
Schuyler	Jonathan R. Neill	Rushville.
Scott	James Callano	Winchester.
Shelby	Anthony T. Hall	Shelbyville.
Stark	Bartlett G. Hall	Tonlon.
Saint Clair	James P. Slade	Belleville.
Stephenson	Isaac F. Kleckner	Freeport.
Tazewell	Stephen K. Hatfield	Tremont.
Union	Philip H. Kroh	Jonesborough.
Vermilion	John W. Parker	Danville.
Wabash	James Leeds	Friendsville.
Warren	James B. Donnell	Monmouth.
Washington	Alden C. Hillman	Nashville.
Wayne	William A. Vernon	Rinard.
White	James J. McClintoe	Carmi.
Whitesides	Michael W. Smith	Morrison.
Will	Salmon O. Simonds	Joliet.
Williamson	Augustus N. Lodge	Marion.
Winnebago	Archibald Andrew	Rockford.
Woodford	William H. Gardner	Panola.

INDIANA.

[From report of Hon. Milton B. Hopkins, State superintendent, for the scholastic years ending August 31, 1871, and August 31, 1872.]

SCHOOL FUNDS.

These are of three classes—productive, contingent, and non-productive. The productive or interest-bearing fund comprises—

The congressional-township fund	\$2,281,076 69
The saline fund	85,000 00
The surplus-revenue fund	573,502 96
The bank-tax fund	80,000 00
The sinking-fund	4,767,805 89
Total	7,787,385 54

These are classified as productive funds, because the entire amount of each fund, or nearly so, is now bearing interest in favor of the schools.

The contingent fund comprises the proceeds of fines, forfeitures, escheats, swamp-lands, and taxes on corporations.

The non-productive fund is composed of the sixteenth sections (17,882 acres) that remain unsold.

These different funds form the principal of the

COMMON-SCHOOL FUND.

Non-negotiable bonds	\$3,591,316 15
Common-school fund	1,666,824 50
Sinking-fund, (distributed,) at 8 per cent	569,139 94
Congressional-township fund	2,281,076 69
Value of unsold congressional-township lands	94,245 00
Saline fund	5,727 66
Bank-tax fund	1,744 94
Escheated estates	17,866 55
Sinking-fund, (last distribution)	67,067 72
Sinking-fund undistributed	100,165 92
Swamp-land fund	42,418 40
Total	8,437,593 47

The total gives a school fund larger by two millions of dollars than that of any other State in the Union. The fund was increased during 1872 by the distribution of \$569,139.94, sinking-fund. There was a delay of about twelve months in the distribution of this money, caused by an application to the courts for an injunction restraining the distribution. The loss to the schools by the attempt is not less than \$53,000.

SCHOOL REVENUE.

	1871.	1872.
Taxes	\$1,051,438 57	\$1,070,301 69
Interest on common fund	112,650 23	160,840 10
Liquor licenses	99,809 17	108,280 00
Unclaimed fees	985 46	500 38
Interest paid by State on bonds	223,740 96	223,740 96
Interest on congressional fund	144,781 06	146,980 21
Amount of delinquencies	35,750 00	*6,800 00
Total receipts for schools	1,669,155 45	1,717,443 34

* This does not include the amount of delinquency for October, 1872.

ATTENDANCE.

Legal school age	6-21
White males of school age	321, 269
White females of school age	301, 141
Colored males of school age	4, 670
Colored females of school age	4, 449
Total scholastic population	631, 549
Number enrolled in primary schools	445, 993
Number enrolled in high schools	13, 458
Total enrollment	459, 451
Average attendance in white primary schools	226, 301
Average attendance in colored primary schools	2, 931
Average attendance in high schools	8, 824

SCHOOL DISTRICTS AND SCHOOLS.

Number of districts in which schools were taught	9, 030
Number of districts in which no schools were taught	70
Total number of districts	9, 100
Number of districts in which colored schools were taught	89
Number of district graded schools	64
Number of township graded schools	81
Average length of schools in days	116

TEACHERS AND TEACHERS' PAY.

White male teachers in primary schools, 1872	7, 188
White female teachers in primary schools, 1872	4, 675
Colored male teachers in primary schools, 1872	42
Colored female teachers in primary schools, 1872	28
Male teachers in high schools, 1872	200
Female teachers in high schools, 1872	115
Whole number of teachers, 1872	12, 246
Whole number of teachers for 1871	11, 833
Pay of male teachers in primary schools per day	\$1 95
Pay of female teachers in primary schools per day	\$1 47
Pay of male teachers in high schools per day	\$3 77
Pay of female teachers in high schools per day	\$2 46
Number of teachers attending institutes, (32 counties)	4, 038

SCHOOL-HOUSES AND SCHOOL PROPERTY.

Number of new school-houses built in 1871	415
Cost of new school-houses built in 1871	\$609, 105 67
Whole number of school-houses in 1871: stone, 125; brick, 834; frame, 7,517; log, 513	8, 989
Total valuation of school property for 1871	\$7, 381, 839 73
Number of new school-houses built in 1872	393
Cost of new school-houses built in 1872	\$561, 813 55
Whole number of school-houses in 1872: stone, 88; brick, 877; frame, 7,568; log, 547	9, 080
Total valuation of school property for 1872	\$9, 199, 480 15

MEANS OF INCREASING SCHOOL REVENUE.

There is now in the custody of the different counties, as loaning agents, \$4,519,-041.13. Of this a portion is loaned at 7 per cent. and the remainder at 8 per cent. It is recommended that the entire fund held in trust by the counties be placed at 8 per cent. This would give an annual increase of \$39,479.01.

It is also recommended that the legislature pass a law providing for the payment, in installments, of the entire debt, \$3,719,016.10, due the school fund by the State. The interest (\$226,140.96 per annum) of this debt is paid out of the taxes. "It leaves the people as taxes, it returns as school revenue. What is this but prepayment of tuition by the people?" It is recommended that the money applied to the purpose of paying this debt be distributed to the counties as other funds, and loaned by them at 8 per cent. This will increase the school revenue \$74,380.32. In support of this recommendation is quoted the opinion of the State auditor, who "does not believe it wise

for the State to adopt a policy looking to a permanent indebtedness; and recommends legislation looking to the early payment of this debt and other investments of the proceeds." The auditor presents a plan of payment, an important and valuable feature of which is that "not one dollar will be withdrawn from any county in the State for even a single day."

Summed up, the whole matter presents itself in the simple question as to whether the people of the State shall pay about 10 cents per \$100, or \$620,409.66 per year for six years, and thus entirely free the State from debt, or pay nearly half that amount, \$301,521.24 yearly, for interest, and leave the debt as a perpetual burden of \$301,521.24 per annum.

UNCHANGED PER CAPITA.

It is considered a cheering fact that, while the scholastic population has increased 8,321 in numbers, such has been the corresponding increase in the revenue that the *per capita* remains unchanged; and the average duration of the schools has increased 17½ days.

SCHOOL-HOUSES, ETC.

Two provisions have been made by the legislature for the erection of these. The first authorizes the school trustees of the townships, incorporated towns, and cities to levy a special tax in their respective corporations, not exceeding 25 cents on each \$100 of taxable property, and 50 cents on each poll, in any one year. The second authorizes the trustees of incorporated towns and the city councils of incorporated cities to issue bonds to the extent of \$30,000.

Under the operations of these two provisions of the law, school-houses have sprung up in all parts of the State. The stone, brick, and frame houses are gradually increasing both in number and value. Within eight years the rate of increase of the number of brick houses has been 99 per cent.; of frames, 31 per cent.; of stone, 35 per cent.; while log houses have decreased 51 per cent. The whole number of school-houses has increased 23 per cent. in eight years, and the value of school property has increased 140 per cent. in the same time. The average cost of the school-houses built in 1872 was \$1,429; but in some of the larger cities buildings were erected at a cost of from \$30,000 to \$60,000 each. The superintendent feels compelled to notice the fact that, "in the location, construction, furnishing, warming, lighting, and ventilating of many of the school-buildings little attention has been paid to the comfort, convenience, or even health of the pupils." In particular, the importance of thorough ventilation is strongly urged.

Under the present limit of taxation there are many townships that are not able to provide themselves with good school-buildings. The same evil is experienced in the largest cities. There is a demand for more room, but since the law limits the issuing of bonds to \$30,000, it is impossible to provide the necessary accommodation. There is also an increasing demand for the erection of township school-houses for the use of graded schools, where a higher and better order of education may be obtained than is usually furnished in district schools. As a remedy for these evils, it is recommended that the present limit of issuing bonds be extended to \$60,000, and that a law be passed authorizing township trustees to issue bonds to the amount of \$20,000, subject to the approval of the county commissioner.

SCHOOL TRUSTEES.

In the townships, school trustees are elected by the people, at the biennial elections, and are trustees for civil as well as school purposes. In incorporated towns and cities they are appointed by town boards and city councils, and take charge of the educational affairs exclusively. It is recommended that the office be made elective throughout the State, that it shall be for school purposes only, that it shall be held for a term of three years, and that there shall be no compensation beyond the payment of actual and necessary expenditures incurred in the discharge of a trustee duty.

The tenth section of the school law, defining the duties of trustees, requires them to provide "a sufficient number of schools for white children."

It is recommended that the word "white" be stricken out. Also that the section be so amended as to give the trustees power, "at their discretion, to employ competent superintendents for the thorough organization and efficient management of their schools."

COUNTY EXAMINERS.

These are appointed triennially by the county commissioners. The compensation is \$3 per diem for the time actually employed, and \$1 from each applicant for license. The result of their work has been most satisfactory. They have demonstrated conclusively that the "one thing needful" in our school system is to expand the powers, duties, compensation, and even name of school examiner to that of county superintendent. This conclusion has been reached by the educators of the State with remark-

able unanimity. There is a deep-felt necessity for this change. Labor is misdirected, and much money is squandered for want of it. From every part of the State comes a request that this change be made at once.

EXAMINATION OF TEACHERS.

In these examinations heretofore there has been great diversity. Each of the ninety-two examiners fixed the standard of examination for his own county. Consequently there was no common standard. At the session of the State board of education, in June, 1871, steps were taken for unifying these examinations, and it was ordered that a series of twelve sets of examination papers be printed and sent monthly to the examiners of the several counties, with instructions to use them in the examination of teachers for public schools. This has been done, and examiners have very generally accepted the questions, and acted upon the instructions. The effect has been the elevation of the general average of these examinations, and the influence has been felt throughout the schools. The number of teachers licensed since the last report is 8,293.

COUNTY INSTITUTES.

These are growing in popularity, efficiency, and usefulness, and are better attended every year. They cost the people about \$4,000 per annum; but they are amply repaid in the improved work of the teachers. Teachers who attend institutes regularly command a premium. Some trustees refuse altogether to employ teachers who do not attend. The law does not require reports of these institutes, and they have been sent from only thirty-two counties. Those report sessions varying in length from 3 to 30 days, and a total attendance of 4,038. It is recommended that attendance upon an institute five days in the year be made a condition of license to teach.

EVANSVILLE.

SCHOOL ACCOMMODATIONS.

The superintendent states that the school accommodations are entirely insufficient. Two new school-buildings, one with ten and the other with four rooms, have been completed, but it is feared that these will not supply all the room that is needed.

BRANCHES OF STUDY.

German has been taught in the schools with most satisfactory results. The chief difficulty lay in the organization of the classes. The pupils consist of two classes, American children who either speak or read German, and German children who already speak the language and desire to read and write it also. It is evident that these two classes cannot be taught profitably together, and that any classification which combines the two must be very faulty. The difficulty in the case is the want of separate rooms. The introduction of drawing into the schools is strongly recommended.

COLORED SCHOOLS.

The colored schools exhibit a marked improvement, not only in scholarship, but in neatness, cleanliness, and self-respect of the pupils.

SHELBYVILLE.

CONDITION OF SCHOOLS.

All the statistics show an improvement over last year. The graded course, adopted last year, has been thoroughly tested and gives universal satisfaction. In the high school, especially, its beneficial effects have been noticed. For the first time in ten years there was a graduating class from the school. German is taught in the schools with satisfactory results.

ELKHART.

SCHOOL PROGRESS.

At the beginning of the year the schools were thoroughly re-organized and graded, and the year has been one of uninterrupted progress. The greatest hinderance to the prosperity of the schools has been irregular attendance. Increased accommodations are needed, and the erection of a new building is recommended.

STATE NORMAL SCHOOL.

This school is achieving the very best results for the State. There has been a regular and healthy increase in the number of its students each year. It sent forth its first class of graduates at the close of last year, and a large class will graduate the present year. By an omission of the legislature, the board of normal trustees was unable to confer professional degrees upon the late graduating class. It is recommended that this power be conferred.

In compliance with the law, \$5,000 have been deducted semi-annually from the school revenue of the State for the payment of tuition in the normal school. The labor has so increased that it has become necessary to procure additional teachers. This will require a corresponding increase in expenditure for tuition in the institution. It is recommended that it be made the duty of the superintendent to deduct \$7,500 semi-annually from the State's school revenue for this purpose. The usefulness of the institution would be greatly enhanced by a library, apparatus, and the completion of the building. The institution is commended in these respects to the earnest attention of the legislature.

During the period from September 7, 1870, to December 17, 1872, the number of students enrolled was 238, of whom 103 were males and 135 females. The average age was twenty years and two and a half months; youngest, 16 years; oldest, 35 years. Of these there were educated in common schools, 173; in high school or academy, 47; in college, 18. Of the whole number, 68 per cent. held teachers' certificates on entering. The number of graduates, including the present class, is 19.

The superintendent of schools of Saint Louis, in a letter to the State superintendent of Indiana, speaks in the highest terms of the quality of the work and of the discipline of this school.

INDIANA UNIVERSITY.

This institution was opened in 1824 and created a university in 1839. Number of alumni, 600.

The university comprises a collegiate department, a medical department, a law department. Tuition is free in all the departments of the university.

Ladies are admitted to the collegiate course on the same terms as gentlemen, and are entitled to the same rights and privileges. A department of military science and civil engineering is connected with the collegiate department. Special attention is given to modern languages.

Extensive additions have recently been made to the apparatus and cabinet. The latter has been increased by the collection of the late Dr. David Dale Owen, containing over 85,000 specimens. Additional room is needed for the display of this collection, and for the accommodation of the law department.

The university is in a most flourishing condition. The last year has been the most successful in its history. The largest number of students has been in attendance, and the greatest progress has been achieved. This is the result of the liberal policy recently inaugurated by the State toward this institution, and that the same policy should be continued is of the highest importance.

WABASH COLLEGE.

This college comprises an academic department, a collegiate department, and a scientific department. A mercantile course is connected with the academic department. Several scholarships have been established for young men intending to enter the ministry; also several intended to aid young men, without respect to their choice of profession. Several soldiers' scholarships have been established, by which returned soldiers, their sons, and the sons of such as may have died in the Army, can have free tuition to the extent of these scholarships.

Additions have recently been made to the buildings. In one of the new buildings provision is made for military instruction and gymnastic exercises of all kinds, and for instruction in topography, architecture, bridge-building, and the advanced branches of applied mechanics. Donations have also been received of valuable drawings, books, and models.

HANOVER COLLEGE.

This is, with the exception of the State University, the oldest college in Indiana, and it is the first denominational college. It is the immediate outgrowth of the necessities and action of the Presbyterian Church in 1825. The "little grammar school" then established under the name of Hanover Academy was the nucleus of both Hanover College and Indiana Theological Seminary, now the Northwestern Theological Seminary, at Chicago, Illinois. In 1833 the academy was chartered as Hanover College.

It has had over 3,500 students, over 800 of whom have entered the ministry; and 373 graduates, about one-half of whom became ministers, and 50 others teachers.

The college property is worth \$110,000. Its funds and endowment amount to \$140,000. The debt of the college is being rapidly paid, and its income meets its current expenses. It is desired to increase the number of the faculty, and to make additions to the buildings. For this there is needed an addition of \$100,000 to the endowment fund.

The tuition is free to all, without denominational distinctions. The courses of study offered are preparatory, classical, and scientific. The classical course is in substance the same as the undergraduate course of the best colleges.

The students comprise representatives of nine States and Canada.

UNIVERSITY OF NOTRE DAME.

This university was founded in 1842 by the congregation of the Holy Cross, and chartered by the State legislature in 1844, with power to confer all usual degrees. The courses of study are collegiate, scientific, and commercial. Preparatory departments are attached to the collegiate and scientific courses, making the full term of study in each course six years. The commercial course occupies two years. There is also a law department; also, a minim department, to which are admitted boys under ten years of age. Special advantages are offered for the study of the modern languages, music, painting, and drawing. An astronomical observatory has been erected, in which is placed the fine instrument presented by the Emperor Napoleon.

NORTHWESTERN CHRISTIAN UNIVERSITY.

This institution includes four colleges: the college of literature, embracing classical, scientific, and academic departments; the college of law; the college of business; and the musical department. Ladies are admitted to all the privileges of the institution. The law department has been re-organized during the past year, and has gained an enviable reputation for the thoroughness of its lectures. An appeal is made to friends of the university for funds to complete the buildings and to finish the general endowment.

HOWARD COLLEGE.

This institution makes its third annual report. The courses of study are classical and scientific; and there is also a normal department. The college is open to both sexes. A female boarding-house is conducted for young ladies. The whole number of students the past year is a gain on the previous year of nearly 50 per cent. The president being State superintendent for public instruction, his duties will be performed by the vice-president, John O. Hopkins, A. B., during his term of office.

DE PAUW COLLEGE.

This college for young ladies is the property of the Indiana conference of the Methodist Episcopal Church. It is free from debt and is self-supporting. The buildings have within a few years past been enlarged and remodeled, at an expense of \$20,000.

EARLHAM COLLEGE.

This institution was established by the Society of Friends of Indiana yearly meeting, and is managed by that body. Ladies and gentlemen are admitted on equal terms, and receive similar testimonials or degrees. The course of study is arranged in three departments—classical, scientific, and preparatory. Special attention is given to modern languages. The funds for the purchase of the ground and the erection and furnishing of the college building were raised by the Society of Friends. The interest of the amount thus invested is applied to lessen the price of board and tuition of Friends' children, who, consequently, are charged less than those not members of the Society of Friends.

UNION CHRISTIAN COLLEGE.

Ladies are admitted to this college on the same terms, and receive the same honors, as gentlemen. Soldiers who were disabled in the Union Army during the rebellion receive tuition free. There are four departments, academic, classical, scientific, and music. The latter department is in a very flourishing condition. A prominent feature of the institution is vocal music, which is taught gratis.

INDIANAPOLIS FEMALE INSTITUTE.

This institution, most advantageously located in the center of the city, has lately been re-organized. The course of study now comprises three departments, primary, preparatory, and collegiate. The collegiate course occupies four years. Ample facili-

ties are offered for instructions in music and painting. The internal management of the school is intrusted entirely to ladies.

INDIANA INSTITUTE FOR THE EDUCATION OF THE BLIND.

The superintendent reports both literary and musical branches of the school department in the most satisfactory condition. The only drawback to progress in the musical department is the deficiency in facilities for piano-forte practice. The school is classified under six divisions or grades. Each of these divisions has its appropriate teacher, who not only teaches all the branches assigned to it, but likewise performs for its several members any needful extra service in the way of reading, letter-writing, &c. In addition to the regular school exercises, the entire school, in two divisions, attends evening readings by the teachers. The pupils also receive daily drill in Dio Lewis's system of light gymnastics during the more inclement portion of the year. The musical department is under the charge of two graduates of the institution. The industrial department continues to yield the most satisfactory results. The trustees call the attention of the legislature to the necessity of enlarging the buildings. The number of pupils who can be accommodated is not probably half of those in the State entitled to the benefits of the institute. It is urged that while liberal provision is made for the general education of children, the State should not be less generous to its blind wards.

THE CONVENTION OF INSTRUCTORS OF THE BLIND.

This convention, held in Indianapolis August 8, 9, and 10, 1871, was the result of a circular-letter, addressed by the superintendent of the Indiana Institute to the heads of the other institutions for the blind. Seventeen years had elapsed since the holding of the first and only previous convention of the kind in this country, if not in the world, and during that time many questions had arisen of great moment, as connected with the education and general welfare of the blind. Thirty-three officers of blind institutions attended the convention.

One of the leading problems presented to the convention for solution was that of simplifying and cheapening the production of books and school apparatus for the use of the blind. The convention recommended books printed in type known as the Boston letter, and also those printed in the combined system of the capital and angular lower-case letter; also that the New York horizontal point alphabet, as managed by Mr. Wait, should be taught in all institutions for the education of the blind.

Resolutions were passed declaring "it is not expedient to instruct the blind in the same institutions with deaf mutes;" that "blind deaf-mutes should be provided for in blind institutions;" "that for the proper organization of institutions for the blind three departments are co-essential, viz: literary, musical, and mechanical;" that "the aggregate results warrant the great attention bestowed on the musical education of the blind."

Resolutions were also passed disapproving of the plans for the establishment of a university and printing-house for the blind in Washington, District of Columbia; the convention regarding it as unnecessary, and recommending that "the efforts and contributions of persons who desire to benefit the blind be turned in some direction more likely to promote their welfare." A committee of five was appointed to confer with S. P. Ruggles, esq., of Boston, Massachusetts, who proposed, conditionally, to devote a portion of his time and capital to the benefit of the blind by furnishing books and school apparatus for their use.

As the concluding measure of the convention, a permanent association of American instructors of the blind was formed and officers for the same were elected.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Indiana was the sixth State in population, having 1,680,637 inhabitants, within an area of 33,809 square miles—an average of 45.84 persons to the square mile. This population consisted of 1,655,837 whites, 24,560 colored, and 240 Indians. Of these 1,539,163 were natives and 141,474 foreign-born. Of the native residents of the State, 1,038,542 whites, 9,811 colored, and 222 Indians were born within its limits. Of the foreign-born inhabitants, 78,060 were born in Germany, 9,945 in England, and 28,698 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 395,263 persons attended school, of whom 3,739 were foreign-born. The white scholars numbered 392,140, of whom 206,363 were males and 185,777 females. The colored scholars numbered 3,099, of whom 1,620 were males and 1,469 females. Thirteen male and 21 female Indians also attended school.

Illiteracy.—The number of inhabitants 10 years old and over unable to write was 127,124, of which 13,939 were foreign-born.

Age, sex, and race of illiterates.—Of the white illiterates 10,361 were from 10 to 15 years of age, of whom 5,582 were males and 4,779 females; 14,418 persons were from 15 to 21 years old, of whom 7,325 were males and 7,093 females; 93,932 were 21 years old and over, of whom 36,331 were males and 57,651 females. Of the colored illiterates 695 were from 10 to 15 years old, of whom 347 were males and 348 females; 1,200 were

from 15 to 21 years old, of whom 550 were males and 650 females; 6,363 colored illiterates were 21 years old and over, of whom 3,182 were males and 3,181 females. There were also 42 male and 73 female Indian illiterates.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 9,073, with 11,652 teachers, (6,678 males and 4,974 females,) and 464,477 pupils, (237,664 males and 226,813 females.)

Amount and source of educational income.—The total income of all the educational institutions was \$2,499,511, of which \$50,620 were derived from endowment, \$2,126,502 from taxation and public funds, and \$322,389 from tuition and other sources.

Public schools.—The 8,871 public schools had 11,042 teachers, of whom 6,402 were males and 4,640 females. They had 446,076 pupils, of whom 228,189 were males and 217,887 females. To educate these pupils they possessed a total income of \$2,063,599, of which sum \$2,002,052 were derived from taxation and public funds, and \$61,547 from tuition and other sources.

Colleges.—Sixteen colleges were reported, with 143 teachers, of whom 115 were males and 28 females, and having 3,102 pupils, of whom 2,431 were males and 671 females. They possessed a total income of \$162,250, of which \$48,520 were derived from endowment, \$17,700 from taxation and public funds, and \$96,030 from tuition and other sources.

Academies.—The 16 academies reported had 125 teachers, of whom 26 were males and 99 females. They had an attendance of 3,580 pupils, of whom 1,305 were males and 2,275 females. They possessed a total income of \$73,990, of which \$1,000 were derived from endowment, \$2,050 from taxation and public funds, and \$64,940 from tuition and other sources.

Private schools.—The 124 day and boarding schools had 201 teachers, of whom 58 were males and 143 females. They were attended by 6,296 pupils, 2,802 of whom were males and 3,494 females. To educate these, the schools possessed a total income of \$47,427, derived from tuition and other sources.

Libraries.—There were reported 2,333 public libraries, containing 627,894 volumes; also, 2,968 private libraries, having 497,659 volumes; a total of 5,301 libraries, containing 1,125,553 volumes.

The press.—The 293 periodicals issued had an aggregate circulation of 363,542 copies, with an aggregate annual issue of 26,964,984.

Churches.—Of the 3,698 church organizations, 3,106 had edifices with 1,008,380 sittings, and the church property was valued at \$11,942,227.

Pauperism.—Three thousand six hundred and fifty-two paupers were reported, of whom 2,583 were native whites, 207 were native colored, and 862 were foreigners.

Crime.—Of 907 persons in prison June 1, 1870, 691 were native whites, 64 were native colored, and 152 were foreigners; 1,374 persons were convicted during the year.

Age and sex of population.—Of the total population, 567,175 persons were from 5 to 18 years old; 287,357 males and 279,818 females; 1,197,936 were 10 years old and upward, of whom 612,832 were males and 585,104 females.

Occupations.—Four hundred and fifty-nine thousand three hundred and sixty-nine persons of these ages were engaged in various occupations, of whom 428,259 were males and 31,110 females; 266,777 were engaged in agricultural pursuits, of whom 266,349 were males and 428 females; 80,018 in personal and professional services, of whom 53,466 were males and 26,552 females; 36,517 in trade and transportation, of whom 36,371 were males, and 146 females; 76,057 in manufacture and mechanical and mining industries, of whom 72,073 were males and 3,984 females.

Age and sex of working population.—Of these 459,369 employed persons, 13,966 were from 10 to 15 years old, of whom 12,399 were males and 1,567 females; 422,603 persons were from 16 to 59 years old, of whom 393,455 were males and 29,148 females; 22,800 persons were 60 years old and over, of whom 22,405 were males and 395 females.

SCHOOL OFFICIALS.

Hon. MILTON B. HOPKINS, *State superintendent.*

SCHOOL EXAMINERS.

Counties.	Names.	Post-office.
Adams	D. D. Hiller	Decatur.
Allen	J. H. Smart	Fort Wayne.
Bartholomew	John M. Wallace	Columbus.
Benton	Frank C. Cassell	Oxford.
Blackford	Lewis Williams	Hartford City.
Boone	A. E. Buckley	Thorntown.
Brown	William D. Roberts	Nashville.
Carroll	L. E. McReynolds	Delphi.
Chase	Peter A. Berry	Logansport.
Clarko	A. C. Goodwin	Jeffersonville.
Clay	William Travis	Bowling Green.
Clinton	J. N. Armantrout	Frankfort.

School officials—Continued.

Counties.	Names.	Post-office.
Crawford	Alexander Sipes	Grantsburgh.
Daviess	George A. Dyer	Clifty.
Dearborn	Myron Hanes	Waterloo.
Decatur	W. H. Powner	Muncie.
De Kalb	James A. Barnes	Ireland.
Delaware	O. M. Todd	Bristol.
Dubois	A. J. Strain	Connersville.
Elkhart	Valois Butler	New Albany.
Fayette	J. L. Rippetoe	Covington.
Floyd	P. V. Albright	Brookville.
Fountain	James W. Harper	Rochester.
Franklin	William B. Maddock	Fort Branch.
Fulton	William H. Green	Marion.
Gibson	William T. Stilwell	Newberry.
Grant	Thomas D. Thorp	Noblesville.
Greene	R. C. Hilbrun	Newberry.
Hamilton	J. S. Losey	Noblesville.
Harrison	S. S. Nye	Corydon.
Hancock	James A. New	Greenfield.
Hendricks	A. J. Johnson	Danville.
Henry	Clarkson Davis	Spiceland.
Howard	Rawson Vaile	Kokomo.
Huntington	M. L. Spencer	Huntington.
Jackson	James K. Hamilton	Brownstown.
Jasper	S. P. Thompson	Rensselaer.
Jay	Simeon K. Bell	Mount Pleasant.
Jefferson	Charles W. Alfrey	Brooksbury.
Jennings	John Carney	Vernon.
Johnson	B. F. Kennedy	Trafalgar.
Knox	Anson W. Jones	Vincennes.
Kosciusko	William L. Matthews	Warsaw.
La Grange	Alfred Bayliss	La Grange.
Lake	James H. Ball	Crown Point.
La Porte	William P. Phelon	La Porte.
Lawrence	William B. Chisler	Bedford.
Madison	Howell D. Thompson	Anderson.
Marion	William A. Bell	Indianapolis.
Marshall	Thomas McDonald	Plymouth.
Martin	Samuel M. Reeve	Shoals.
Miami	W. N. Dunham	Peru.
Monroe	James H. Rogers	Bloomington.
Montgomery	J. F. Thompson	Crawfordsville.
Morgan	H. N. Short	Martinsville.
Newton	John B. Smith	Kentland.
Noble	T. Morgan Ella	Albion.
Ohio	John Buchanan	Rising Sun.
Orange	Theo. Stockhouse	Orangeville.
Owen	W. B. Wilson	Spencer.
Parke	Ared F. White	Rockville.
Perry	Theo. Courcier	Rono.
Pike	T. C. Milburn	Winslow.
Porter	Timothy Keene	Valparaiso.
Pulaski	S. Weyand	Winamac.
Posey	James B. Campbell	Mount Vernon.
Putnam	W. S. Branham	Cloverdale.
Randolph	Andrew Stakebake	Winchester.
Ripley	J. H. Drake	Delaware.
Rush	D. Graham	Rushville.
Scott	Jacob Hollenbeck	Lexington.
Shelby	Richard Norris	Shelbyville.
Spencer	J. D. Armstrong	Rockport.
Starke	U. Kline	Knox.
Steuben	John W. Cowen	Angola.
Saint Joseph	Elisha Sumption	South Bond.
Snailvan	G. W. Register	Paxton.
Switzerland	Will M. Smith	Vevay.
Tippecanoe	John E. Matthews	La Fayette.
Tipton	R. M. Blount	Tipton.
Union	H. K. W. Smith	Liberty.
Vanderburgh	T. W. Peck	Evansville.
Vermillion	W. L. Little	Newport.
Vigo	John W. Jones	Terre Haute.
Wabash	Alvah Taylor	Wabash.
Warren	Henry Ritenour	Poolsville.
Warrick	C. W. Armstrong	Boonville.
Washington	Aron A. Cravens	Salem.
Wayne	James McNeil	Richmond.
Wells	John S. McCleery	Bluffton.
White	Gilbert Small	Idnville.
Whitley	Alexander J. Douglass	Columbia City.

IOWA.

An abstract of the biennial report of the superintendent of public instruction for 1870-'71 was given in the last Annual Report of the United States Commissioner of Education.

The following account of various educational institutions in the State is taken from the catalogues and reports furnished to this Bureau :

IOWA STATE UNIVERSITY.

This university comprises four separate departments—the academic, (or collegiate,) the normal, and the departments of law and medicine. Ladies are admitted to all. The full course of instruction in the academic department occupies 5 years. The studies of the last two years are elective, and arranged under the heads of literary and scientific, constituting two courses of equal grade. The course of study in the law department is so arranged as to be completed within a single year. The normal department has an advanced, an intermediate, and a shorter course. The two last named will be continued until their necessity is removed by the establishment of normal schools throughout the State; thereafter only such instruction will be given as is appropriate to an institution of the highest grade.

CENTRAL UNIVERSITY OF IOWA.

The courses of study are academic, scientific, collegiate, and theological. It is intended to form a normal class and give especial attention to the fitting of teachers for common schools.

UPPER IOWA UNIVERSITY.

Two regular courses of study, classical and scientific, are offered to gentlemen and ladies. Particular advantages are afforded for the study of the modern languages. A preparatory department and business college are connected with the institution.

IOWA WESLEYAN UNIVERSITY.

This was organized in 1850 by the Iowa annual conference of the Methodist Episcopal Church, which body gave it its present name. The design of the university is: first, to provide a thorough collegiate course for both ladies and gentlemen; secondly, by means of other departments, to provide a thorough scientific basis for the professions, and also for the general industrial pursuits of the country. The departments already organized are those of science, literature, theology, law, and pharmacy. Others will be added as demands and means may justify. The department of literature includes a commercial course and a course of modern languages.

GRISWOLD COLLEGE.

This college comprises four departments—preparatory, collegiate, scientific, and theological. In the latter department tuition is free.

IOWA COLLEGE.

This college comprises a normal and English department, an academic course of two years, a ladies' course of three years, and a college course of four years; the latter including a classical and a scientific course. The course of study is arranged with special reference to the thorough education of ladies and their preparation for the work of teaching. Twenty-six scholarships have been established. Extensive apparatus has been manufactured in Germany especially for the college. The chemical apparatus is the donation of Henry Lee, esq., of Manchester, England; the philosophical that of citizens of Iowa.

CORNELL COLLEGE.

Founded in 1857, and located at Mount Vernon, Iowa. The departments of the college are collegiate, scientific, and preparatory. Commercial and normal courses are

also provided. Ladies are admitted to all the departments. Free tuition is given to soldiers and soldiers' orphans. This institution possesses one of the largest and best collections of minerals and fossils in the West. Five scholarships have been endowed with \$500 each for the benefit of students preparing for the ministry. The institution occupies two fine brick buildings, one of which is devoted to the music department and boarding-hall for ladies.

TABOR COLLEGE.

This comprises a collegiate, preparatory, and ladies' department. The increasing demand for well-qualified teachers in public schools has led the trustees to provide a "teachers' course" of two years. From 40 to 60 graduates of this course engage in teaching each year. Special facilities are offered in the department of music. Students desiring to lessen their expenses are furnished with remunerative labor.

IOWA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.

An addition to the teaching force allows a better classification than has ever before been attained. An experiment in the teaching of articulation has not been entirely satisfactory, though a few of the pupils have made marked improvement in the use of their vocal organs. The efficiency of the institution would be greatly increased by additional accommodations and an appropriation for apparatus, of which there has been heretofore a very insufficient supply. The age of admission is from 10 to 25.

IOWA REFORM SCHOOL.

The second biennial report states that the whole number received since the opening of the school has been 137—boys 133, girls 4. The average number for the past two years has been 634. The average age of admission is 14 to 15. Most of those who have been discharged are doing well, and in many cases evidence is afforded of complete reformation. The great want of the school is proper accommodations for girls. The law provides for the reception of girls as well as boys, but for the want of suitable accommodations they have to be sent away when brought to the institution. The present building will accommodate about 50 boys comfortably, and there are now 85. Another want of the school is a library. An urgent appeal is made to the legislature for increased appropriations.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Iowa was the eleventh State in population, having 1,194,020 inhabitants within an area of 55,045 square miles, an average of 21.69 persons to the square mile. This population consisted of 1,188,207 whites, 5,762 colored, 3 Chinese, and 48 Indians. Of these, 989,328 were natives of the United States and 204,692 foreign-born. Of the native residents of the State, 427,224 whites, 1,383 colored, and 13 Indians were born within its borders, while of the foreign residents, 66,162 were born in Germany, 16,660 in England, and 40,124 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 306,353 persons attended school, and of these 13,000 were foreign-born. The white male scholars numbered 160,269, and the white female scholars 145,421, an aggregate of 305,690 whites. The colored pupils numbered 661, of whom 346 were males and 315 females. Two Indians were also attending school.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 45,671, of whom 20,692 were foreign-born.

Age, sex, and race of illiterates.—Of the 44,145 white illiterates, 5,858 were from 10 to 15 years of age, and of these 3,401 were males and 2,457 females; 3,680 were from 15 to 21 years old, of whom 2,044 were males and 1,636 females; 34,607 were 21 years old and over, of whom 14,782 were males and 19,825 females. Of the 1,524 colored illiterates, 70 were from 10 to 15 years old, of whom 32 were males and 38 females; 146 were from 15 to 21 years old, of whom 71 were males and 75 females; 1,308 were 21 years old and over, of whom 635 were males and 673 females. Two female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 7,496, having 9,319 teachers, of whom 3,656 were males and 5,663 females. They had 217,654 pupils, of whom 105,665 were males and 111,989 females.

Amount and source of educational income.—The total income of all the educational institutions was \$3,570,093, of which \$83,150 were derived from endowment, \$3,347,629 from taxation and public funds, and \$159,314 from tuition and other sources.

Public schools.—The 7,322 public schools, with their 8,866 teachers, of whom 3,331

were males and 5,485 females, were attended by 205,923 pupils, of whom 100,308 were males and 105,615 females. To educate these they possessed a total income of \$3,245,352, of which \$3,100 were derived from endowment, \$3,241,752 from taxation and public funds, and \$500 from tuition and other sources.

Colleges.—The 21 colleges, with their 139 teachers—109 male and 30 female—were attended by 3,061 students, of whom 1,635 were males and 1,376 females. To educate these they possessed a total income of \$101,950, of which \$54,000 were derived from endowment, \$10,000 from taxation and public funds, and \$37,950 from tuition and other sources.

Academies.—The 34 academies, with their 103 teachers—46 male and 57 female—had an attendance of 2,333 pupils—1,019 males and 1,314 females—for the education of whom they possessed an income of \$55,880, derived from tuition and other sources.

Private schools.—The 100 day and boarding schools had 136 teachers, of whom 64 were males and 72 females. They were attended by 4,872 pupils, 1,741 of whom were males and 3,131 females. These schools possessed an income of \$38,550, derived from tuition and other sources.

Libraries.—There were 1,153 public libraries, containing 377,831 volumes; also 2,387 private libraries, having 295,749 volumes, making a total of 3,540 libraries, containing 673,580 volumes.

The press.—The 233 periodicals issued had an aggregate circulation of 219,090 copies, with an aggregate annual issue of 16,403,380.

Churches.—Of the 2,763 church organizations, 1,446 had edifices, with 431,709 sittings, and the church property was valued at \$5,730,352.

Pauperism.—Eight hundred and fifty-three paupers were reported, of whom 486 were native whites, 56 native colored, and 311 foreigners.

Crime.—Of 397 persons imprisoned June 1, 1870, 273 were native whites, 14 were native colored, and 110 were foreigners. Six hundred and fifteen persons were convicted during the year.

Age and sex of population.—Of the total population 394,696 persons were from 5 to 18 years old—201,531 males and 193,165 females; 837,959 were 10 years old and upward, and of these 445,064 were males and 392,895 females.

Occupations.—Three hundred and forty-four thousand two hundred and seventy-six persons of these ages were engaged in various occupations, of whom 321,150 were males and 23,126 females; 210,263 were engaged in agricultural pursuits, of whom 209,907 were males, and 356 females; 53,484 in personal and professional services, of whom 38,531 were males and 19,953 females; 28,210 in trade and transportation, of whom 28,151 were males and 59 females; 47,319 in manufactures and mechanical and mining industries, of whom 44,561 were males and 2,758 females.

Age and sex of working population.—Of these 344,276 employed persons, 13,232 were from 10 to 15 years old, of whom 12,188 were males and 1,044 females; 316,627 were from 16 to 59 years old, of whom 294,739 were males and 21,888 females; 14,417 were 60 years old and over, of whom 14,223 were males and 194 females.

KANSAS

[From the eleventh annual report of the department of public instruction.—H. D. McCarty, superintendent.]

SCHOOL PROSPERITY.

It is a source of very great pleasure and gratification to be able to state that the past year has been one of unusual activity and greatly increased prosperity in the public-school work throughout the State. The teachers have been more faithful, their work in the school-room more successful, and better results have been achieved. The number of teachers' institutes, both county and judicial district, held, and the attendance on the same, both by teachers and patrons, have been much larger than during any other year in the history of the State. A large number of costly and commodious school-edifices has been erected and furnished with all the means and appliances of heating, ventilation, and seating, that modern art can devise.

SUMMARY OF STATISTICS.

Number of school districts	2,647
Increase for the year	579
Number of reports from district clerks	2,438
Number of persons of school age	142,358
Number of persons enrolled in public schools of the State	89,777
Average daily attendance	52,891
Average duration of schools	5.8 months
Number male teachers employed	1,453
Number female teachers employed	1,625
Average monthly wages paid male teachers	\$41.54
Average monthly wages paid female teachers	\$31.75
Number of log school-houses	266
Number of frame school-houses	1,197
Number of brick school-houses	61
Number of stone school-houses	263
Total number of school-houses	1,787
Total value of school-houses	\$2,024,594.33
Total amount of interest-bearing securities of permanent school fund deposited with the State treasurer	\$550,575.00

COURSE OF STUDY AND CLASSIFICATION FOR DISTRICT SCHOOLS.

The difficulties encountered in the classification and management of our district schools are exceedingly annoying and perplexing. But though these and many more difficulties are in the way, we must grapple with them manfully, and, under existing circumstances, make the best of them.

LACK OF UNIFORMITY IN TEXT-BOOKS.

One of the most embarrassing and perplexing things a teacher has to encounter in the school-room is the multifarious and endless variety of text-books found in the hands of the children. The time of the teacher is so much divided among such a multiplicity of classes that his best efforts are little else than time wasted. No evil connected with our public-school system calls more imperatively for immediate correction than the great variety and frequent changes of text-books.

The superintendent urges stringent measures for the suppression of this evil.

COMPULSORY EDUCATION.

Upon this subject the superintendent, in the course of a long argument, quotes largely from the most eminent friends of education both in the Old World and the New.

He urges strongly upon the State the counteraction of truancy and absenteeism, and the promotion by all possible methods of an increase in attendance.

CONGRESSIONAL TOWNSHIP SYSTEM OF DISTRICTING.

This is one of the great reforms essentially necessary to secure a harmonious and uniform operation of the public-school system in Kansas. No State which has once tried it is willing to go back to the old independent district system. Various considerations in its favor are presented.

PERMANENT SCHOOL FUND.

At the last session of the legislature a law was passed making it the duty of the school-fund commissioners to consolidate all State bonds now belonging to, or hereafter coming into the possession of, the permanent fund. These consolidated bonds are made payable to the permanent school fund of the State of Kansas, and have imprinted on their face the words "not transferable."

KANSAS STATE TEACHERS' ASSOCIATION.

Not being able to give an abstract of the doings at the annual meeting of this association this year, we place on record the officers elected, as follows: President, General John Fraser, State University, Lawrence; vice-presidents, county superintendents; corresponding secretary, President John Denison, agricultural college, Manhattan; recording secretary, C. P. Isham, Council Grove; treasurer, Miss P. D. Bullock; executive committee, John A. Bonfield, Topeka; J. N. Lee, principal ladies' seminary, Topeka; J. A. Barrows, superintendent Osage County, and Professor James B. Smith, of Humboldt.

KANSAS EDUCATIONAL JOURNAL.

Since the first issue of this periodical it has been doing an excellent work in inciting teachers to greater efforts in their chosen profession, in disseminating a spirit of true devotion to the cause of education, and in diffusing among the people that educational enterprise and energy found cropping out all over the State in the form of so many good schools and school-buildings. It is fully believed that no other instrumentality has been more influential in developing our educational institutions.

ATCHISON.

PUBLIC-SCHOOL IMPROVEMENTS.

The rapid growth of this city has greatly increased the demand for school accommodations. Grading has occupied the last year. This work is still far from completion, yet all feel that very much has been accomplished, and that the year has been a successful one for our schools. The city voted bonds to the amount of \$10,000 to be expended in the erection of two new school-houses, one to be located in West Atchison, and one for the colored children of the city; and also in the enlargement of the South Atchison building. These improvements will all be made during the coming year. Taking everything into consideration, the outlook of our schools betokens a prosperous future.

LAWRENCE.

CONDITION OF SCHOOLS.

The superintendent reports an increase of seven per cent. in the daily attendance, which speaks well for the popularity of the schools. It shows that the people are interested, and unwilling to deprive their children of educational advantages.

The superintendent made, during the year, four hundred and sixty-two school visits.

This year there were no changes of teachers, except those caused by death, resignation, or transfer. The results, as compared with those of last year, when six or seven changes were made, prove that permanency is a desirable object to be attained.

Additions have been made to the school-buildings, rendering them comfortable, pleasant, and complete in their accommodations.

EXAMINATIONS FOR GRADATION.

The system of gradation lately adopted has improved the condition of the schools and stimulated the teachers to a just emulation. There are ten grades, and the school year has been changed from thirty-six to forty weeks. The grading includes an exam-

ination at the close of the school and all passing the fixed standard of proficiency are promoted, while those falling below it are retained in the former grade, or, if failing entirely, are sent to still lower grades. Cards of standing are issued which entitle the pupil to enter the grade indicated at the opening of the school. "This examination has been an awakening, and aroused many from a state of lethargy, causing them to realize that to advance means work, and to build a noble superstructure the foundations must be laid broad and deep."

ELEMENTARY LESSONS.

The superintendent recommends for primary schools a definite system of object lessons. This course of teaching has been carried out to a great extent during the year, and thus both teachers and pupils obtained not only a broader culture but a broader idea of culture, resulting in better teachers and more thorough scholars.

GERMAN.

This language has been successfully taught during the past year, and all doubt of the expediency of introducing that study into the public schools has been removed by the results of the experiment. At the examinations held it was demonstrated that, though the pupils of German parentage excelled the others in conversational powers, the Anglo-Americans had learned the action and grammatical construction as well as the children of German parents.

THE HIGH SCHOOL.

This professes to be a first-class school, with thoroughness for its aim and motto. The courses of study are classical and scientific, each comprising three years. Lessons in drawing, music, composition, and elocution are given throughout the entire course. Greek and German are optional. It is recommended that pupils who graduate with honor should have the preference for positions as teachers in the primary schools. It is said that some of the schools of the city are as good models as those connected with the best normal schools, and those of the graduating class desiring to teach can obtain a training there in methods of instruction, under the supervision of those having the matter in charge.

Philosophical and chemical apparatus, cabinets of specimens illustrating geology and natural history, and better furniture and conveniences, are needed to increase the usefulness of the high school.

STATE NORMAL SCHOOLS.

The report of the normal school at Emporia states that 80 per cent. of the students enrolled during the year are preparing for the work of teaching. Under a late regulation, no one is admitted to the normal class under 14 years of age, except on the payment of tuition at the rate of \$30 per annum. This has had a most salutary effect upon both the normal and public schools of Emporia. The rapid growth of the school has made additional buildings a necessity. The lack of room has compelled complete suspension of the model school. It is recommended that the legislature make an appropriation for an additional building. The faculty unite in recommending a double course of study—one of two years and one of four—and the conferring of degrees in accordance with the same. A two years' course can be made to include all the branches taught in the rural districts and smaller towns, while a four years' course will satisfy the demand from the larger cities for attainments of a higher grade than can be given in a three years' course. Under the head of wants, the president names additional teaching force, additional apparatus, and a library.

In the Leavenworth normal school, the last graduating class numbered twelve. The course of study embraces an elementary English course of two years and an advanced course of three years. The pressing want of the school is an appropriation sufficiently great to secure first-class teachers. Appropriations are also needed for text-books and a library. The report of the board of visitors speaks in unqualified commendation of the conduct of the school.

UNIVERSITY OF KANSAS.

Of the several departments contemplated in the act of incorporation, only one has been as yet organized, viz, the department of science, literature, and the arts. This department at present comprises three courses of instruction: A classical course, a scientific course, and a course in civil and topographical engineering. Other courses of instruction will be added as the growth of the State and of the university may render advisable. A preparatory department has been organized to supply the existing want of suitable preparatory schools in the State, but will not be made a permanent feature of the university.

During the year, more than 200 volumes have been added to the library. To the collection of apparatus the following additions have been made, viz, a self-registering barometer, a self-registering anemometer, and a self-registering rain-gauge for the department of meteorology; a prismatic comet-seeker, with a six-inch object-glass, and a reflecting telescope—mirror 12 inches in diameter, focal length 5½ feet—for the use of students in astronomy; a large number of instruments for the use of students in laboratory practice; and 250 graduated models for the use of students in free hand and mechanical drawing. The university is open to both sexes. The number of acres of land owned by the institution is 46,130. The estimated value of the property, including buildings, library, and apparatus, is \$164,024.63.

STATE AGRICULTURAL COLLEGE.

The aggregate of pupils, by terms, for 1871 was 293, a gain of 9 over the aggregate of 1870. The number of different pupils was 183, a gain of 28 over the number of 1870. These students represent 27 counties of the State, and seven other States and Territories. During the year a class of five has graduated—four young ladies in the literary course and one gentleman in the agricultural and scientific course.

The difficulty complained of by institutions in the older States is specially felt here, viz, that of keeping students regularly through their full course. The larger number of students at present is in the preparatory department, and in selected studies of the agricultural course.

While the institute, by its present method of loaning its funds, is greatly aiding in the formation of new school districts and the building of school-houses, thus preparing the way for graded schools that may in time do the work now done by its preparatory department, it can not for the present, nor perhaps for some time to come—if it does the greatest amount of good to the State—abolish this department, or raise the standard of admission to it.

During the year the people of Manhattan voted \$12,000 in bonds for the purchase of additional lands for the college farm. This gift has enabled the board to purchase 315 acres of land, making the farm 415 acres; 315 acres of which are under cultivation. The farm includes the three varieties of land common to the State, viz, high rolling prairie, creek bottom, and second bottom.

The addition to the farm has caused some changes, not only in the curriculum of study but in the titles of the several chairs. It necessitated, also, several additions to the faculty.

The regents ask for State aid to the amount of \$70,000. The present value of the endowment is \$378,542.

WASHBURN COLLEGE.

This institution is under the general auspices of the Congregational churches of Kansas. The course of study embraces a collegiate department, a preparatory department, and a scientific department.

During the year \$25,000 have been added to the permanent endowment, and \$30,000 of a building fund secured. The permanent endowment now amounts to \$55,000. The property of the institution, including buildings, library, &c., is valued at \$132,000.

Tuition is free to the following classes of students: Children of home missionaries of all denominations; persons who served two years in the Union Army; children of Union soldiers who were killed or died in the service; students fitting themselves for the ministry; students of limited means desirous of obtaining an education.

HIGHLAND UNIVERSITY.

This institution belongs by charter to the General Assembly of the Presbyterian Church. It is an outgrowth of foreign missionary work, and begun in 1846, with the first settlement of the country. It remained an academy until 1870, but now offers the usual college course. Ladies are admitted to all the privileges of the institution.

SAINT BENEDICT'S COLLEGE.

This institution was founded in 1859, incorporated in 1868, and is under the superintendence of the Fathers of the Order of Saint Benedict. The plan of instruction embraces two courses, classical and commercial. There is also a preparatory department.

COLLEGE OF THE SISTERS OF BETHANY.

This was formerly known as the Episcopal Female Seminary. The college is the property of the Protestant Episcopal Church, and is designed for the exclusive instruction of girls. Full college powers are granted by the charter.

BLIND ASYLUM OF KANSAS.

The trustees, in their fourth annual report, state that the number of pupils at present in school is 20. There is room but for two additional pupils. The progress during the past year is entirely satisfactory. The boys are instructed in broom-making. The New York two-line point system of writing, recommended by the convention at Indianapolis, has been adopted. The trustees call the attention of the legislature to the wants and necessities of the institution and ask for an increased appropriation. The hope is expressed that, should the institution be removed from Wyandotte to the State capital, the error of locating it in the suburbs of the city will not be repeated.

KANSAS ACADEMY OF SCIENCE.

This society aims at a thorough scientific exploration of the State, and hopes in time to build up a museum, cabinet, and library, where may be found all the necessary material for a complete scientific knowledge of the State of Kansas. The society was organized in 1867, and held its first annual meeting in September, 1868. At the different annual meetings fourteen papers have been read, mainly based on original investigation. Collections have been made for the museum, but these remain in the hands of the collectors for want of room to arrange them properly.

W. E. RUBLE—OBITUARY.

W. E. Ruble, teacher in Fairmount, died of typhoid-pneumonia at Topeka, while attending the State teachers' association, January, 1872. He removed from Indiana in the summer of 1871, and is spoken of by the *Indiana School Journal* as "one of our most earnest teachers."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Kansas was the twenty-ninth State in population, having 364,399 inhabitants, within an area of 81,318 square miles, an average of 4.48 persons to the square mile. This population consisted of 346,367 whites, 17,108 colored, and 914 Indians. Of these, 316,007 were natives of the United States, and 48,392 foreign-born. Of the native residents of the State, 59,062 whites, 3,797 colored, and 462 Indians were born within its borders; while of the foreign residents, 12,775 were born in Germany, 6,161 in England, and 10,940 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 63,183 persons attended school, and of these 1,752 were foreign-born. The white male scholars numbered 31,568, and the white female scholars 29,223, (an aggregate of 60,791 whites.) The colored pupils numbered 2,127, of whom 1,011 were males and 1,116 females; 265 Indians also attended school.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 24,550, of whom 4,101 were foreign-born.

Age, sex, and race of illiterates.—Of the 16,978 white illiterates, 2,590 were from 10 to 15 years of age, and of these 1,491 were males and 1,099 females; 2,219 were from 15 to 21 years old, of whom 1,311 were males and 908 females; 12,169 were 21 years old and over, of whom 5,994 were males and 6,175 females. Of the 7,213 colored illiterates, 656 were from 10 to 15 years old, of whom 342 were males and 314 females; 946 were from 15 to 21 years old, of whom 449 were males and 497 females; 5,611 were 21 years old and over, of whom 2,772 were males and 2,839 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,629, having 1,955 teachers (of whom 872 were males and 1,083 females) to educate their 59,882 pupils, of whom 30,493 were males and 29,389 females.

Amount and source of educational income.—The total income of all the educational institutions was \$787,226, of which \$19,604 were derived from endowment, \$678,185 from taxation and public funds, and \$89,437 from tuition and other sources.

Public schools.—The 1,663 public schools throughout the State with their 1,864 teachers, of whom 829 were males and 1,035 females, were attended by 58,030 pupils, of whom 29,632 were males and 28,398 females. To educate these they possessed a total income of \$660,635, of which \$645,532 were derived from taxation and public funds, and \$15,103 from tuition and other sources.

Colleges.—The 5 colleges reported, with their 27 teachers, 24 males, and 3 females, were attended by 489 students, of whom 260 were males and 229 females. To educate these they possessed a total income of \$61,731, of which \$2,604 were derived from endowment, \$11,670 from taxation and public funds, and \$47,457 from tuition and other sources.

Academies.—The 6 academies, with their 36 teachers, 6 male and 30 female, had an attendance of 415 pupils, 159 males and 256 females, for the education of whom they pos-

essed a total income of \$14,900, of which \$2,000 were derived from endowment, and \$12,900 from tuition and other sources.

Private schools.—The 4 day and boarding schools had 4 female teachers. They were attended by 115 pupils, 44 of whom were males and 71 females. These schools possessed an income of \$225, derived from tuition and other sources.

Libraries.—There were 190 public libraries, containing 92,425 volumes; also 384 private libraries, having 126,251 volumes; a total of 574 libraries, containing 218,676 volumes.

The press.—The 97 periodicals issued had an aggregate circulation of 96,803 copies, with an aggregate annual issue of 9,518,576.

Churches.—Of the 530 church organizations, 301 had edifices, with 102,135 sittings, and the church property was valued at \$1,722,700.

Pauperism.—Three hundred and thirty-six paupers were reported, of whom 105 were native whites, 85 native colored, and 146 foreigners.

Crime.—Of 329 persons imprisoned June 1, 1870, 202 were native whites, 60 native colored, and 67 were foreigners. One hundred and fifty-one persons were convicted during the year.

Age and sex of population.—Of the total population, 109,710 persons were from 5 to 18 years old—55,669 males and 53,041 females; 254,051 were ten years old and upward, and of these 148,152 were males and 109,899 females.

Occupations.—One hundred and twenty-three thousand eight hundred and fifty-two persons of these ages were engaged in various occupations, of whom 117,343 were males and 6,509 females; 73,228 were engaged in agricultural pursuits, of whom 72,918 were males and 310 females; 20,736 in personal and professional services, of whom 15,286 were males and 5,450 females; 11,762 in trade and transportation, of whom 11,736 were males and 26 females; 18,126 in manufactures and mechanical and mining industries, of whom 17,403 were males and 723 females.

Age and sex of working population.—Of these 123,352 employed persons 3,216 were from 10 to 15 years old, of whom 2,830 were males and 386 females; 117,235 were from 16 to 59 years old, of whom 111,227 were males and 6,008 females; 3,401 were 60 years old and over, of whom 3,286 were males and 115 females.

KENTUCKY.

[From report of Hon. H. A. M. Henderson, State superintendent of public instruction, for the scholastic year ended June 30, 1872.]

GENERAL CONDITION OF SCHOOLS.

There has been an evident increase of educational activity during the year, and the schools generally have made good progress. Of the 5,381 schools in the commonwealth, 5,308 have been taught. The whole number of children of school age reported is 416,763, an increase of 10,923. The fact that the number of children reported exceeds that of any preceding year, taken in connection with the unprecedented number of schools taught, is sufficient to demonstrate that the system is growing in the regards of the people.

SCHOOL REVENUE.

The total amount of estimated receipts for the year ended June 30, 1872, was \$968,176.80. At the beginning of the present school year there was a balance on hand of \$26,872.77. The available fund for this year, including the balance on hand, is \$912,425.82. The appropriation for each child last year was \$2.30. For the present year, ending June 30, 1873, it is \$2.20.

SUSPENSION OF PAYMENT.

A large proportion of the schools this year were half or entirely "taught out" by the 10th of January. This created such a run upon the treasury that the school exchequer became exhausted, and numbers of matured claims had to lie over. The law for the collection of taxes allows the sheriffs until the first day of April to pay the revenue, while the school laws make the 10th of January the day for disbursing the larger amount for school purposes. The lack of harmony in these two provisions is the cause of infinite trouble and discontent.

PAYMENT OF TEACHERS.

As at present provided, no teacher can get any portion of his pay before the 10th of January. This provision makes it difficult in many districts, where it would be most convenient to have the school taught in the fall, to secure the services of a teacher. The bill now before the legislature provides a remedy for this. It contains also an amendment, providing for the direct payment of teachers by the commissioners. The existing law provides that the money due the teachers shall be paid to the trustees of the several districts. Numbers of cases have been reported where trustees have held back the school money from the teachers or bought their claims at a discount. To make the commissioner the disbursing officer to the teachers would remedy these evils, and would greatly increase the confidence of teachers in promptly receiving their pay.

DISTRICT TAXATION.

The opinion is expressed that "the common-school system cannot be enlarged except by granting to the people of the several districts the right of taxing themselves to extend the time and improve the character of the public schools." The endowment of the State and the general school-tax are, perhaps, sufficiently large. What is now needed is, that a law should be passed permitting the people, without the necessity of securing special legislation, to supplement it by local enterprise and direct taxation. "Counties that would probably vote against any increase of the general tax, because more than two-thirds of it would be disbursed outside the county, would be willing to submit to a tax in their several districts of twenty cents more, if the money was to be used within their own boundaries. All the States that have a well-developed common-school system have this provision. Our system can not develop the highest results until it is given room for growth."

THE RATE AMENDMENT.

Of this the superintendent says: "A wider observation and more thorough information of its workings make me more firm in my opinion that it works damage, abridges the freedom of the system to the very class that most need the aid of a public school, and that it ought to be repealed."

TRUSTEES.

The chief difficulty experienced by the commissioners is in securing the reports required by law from the trustees. Where there are three to a district, the responsibility is shifted from one to the other. The existing law provides for three; but the superintendent is strongly of the opinion that the work would be better done by one.

TEACHERS' INSTITUTES.

Many more teachers' institutes have been held during the year than ever before. General institutes were held in each of the congressional districts, and several of these were largely attended. The school law now before the legislature makes forfeiture of certificate the penalty for non-attendance on the part of teachers, unless satisfactory excuse is rendered. The superintendent considers this the only means of securing a full attendance at the institutes, and expresses the hope that it may become a law.

STATE TEACHERS' ASSOCIATION.

The State teachers' association was held in Frankfort, August 12 to 16, inclusive, and was attended by many of the most accomplished educators in the State. The exercises were of a higher character than formerly. The contingent expenses of the association had to be defrayed by the superintendent. The State formerly appropriated \$300 to publish the proceedings of the association and pay its incidental expenses. This has been withdrawn, in the exercise of undiscriminating economy toward every agency for good connected with the school system.

SCHOOL-HOUSES.

The superintendent speaks strongly of the necessity existing throughout the State for better school-houses. He has seen many school-houses without a single window-glass; numbers of them are unchinked log-houses, and in very many the seats are without backs. The comfort and health of the children demand better buildings, and if they are to be properly taught there must be improved facilities. The suggestion is made that good school-houses be immediately built, upon a uniform plan furnished by the State board of education, under compulsory legislation, in every district in the State. The tax necessary to accomplish this would be small and temporary, and the result incalculably good.

NORMAL SCHOOLS.

The superintendent calls attention to a scheme for the establishment of a State normal school, which he considers indispensably necessary to the success of the common-school system. It is estimated that, the buildings once furnished, the annual cost of such an institution would not exceed \$12,000. This would support a faculty of eight professors, who could teach 400 pupils, and gradually provide a corps of trained instructors adequate to the wants of the schools. It is urged that such a school be immediately organized, or that a normal professorship, sustained by the State, be established in each of the congressional districts.

EDUCATION OF THE COLORED PEOPLE.

The superintendent declares himself uncompromisingly opposed to mixed schools, or to any invasion of the school-fund raised by the taxation of the whites; but he favors the inauguration of a separate system, supported by taxes, *ad valorem* and poll, imposed upon the colored people themselves.

NATIONAL EDUCATION BILL.

This bill is considered entirely free from objection. "There is nothing in it which looks like concentration of power. It yields to the Federal Government no control over the free schools in any State or Territory." "The only feature which conditions the benefit of the funds is that any State or Territory must provide for the free education of all its children between the ages of six and sixteen and make an annual report to the Commissioner of Education in order to entitle itself to its portion of the national bounty."

"Of course if Kentucky persists in making no provision for the education of the colored people she can not hope to receive any of the benefit of this fund." A letter from the *Commissioner of Education* states that "the distribution of \$1,000,000 annually, as now

provided, will give Kentucky \$58,695." It is suggested that if this amount be devoted to the education of the colored people, two things will be accomplished, viz, the funds for the support of such a system will be provided, and "the white system will be kept so thoroughly independent of obligation to the National Government that upon no pretense can Congress interfere therewith." Attention is called to the fact that "the distribution of this fund for the first ten years is upon the basis of illiteracy; and, on account of the large ignorant colored population, Kentucky's share is greater than that of any State north of the Ohio River."

CHANGES IN THE SCHOOL LAW.

The principal changes proposed in the bill now before the legislature are briefly as follows:

It provides for the disbursement of what is known as "the bonded surplus of the counties," and for the prevention of its future accumulation.

It makes four payments to teachers instead of three, as now, and changes the time thereof.

It gives the privilege to any common-school district desiring to improve the character or extend the time of the common schools in the State, upon the clearly-ascertained will of the people, to levy a tax not to exceed twenty cents on the \$100 worth of taxable property in the district.

It gives cities and towns the privilege of levying a tax, not exceeding forty cents in any one year, on the \$100 worth of taxable property, for the purpose of establishing a system of graded free schools.

It introduces two professional educators to the State board of education in addition to the secretary of state, attorney-general, and superintendent of public instruction, as now constituted, and makes these experts, in conjunction with the superintendent, a standing committee to prepare rules, by-laws, and regulations for the government of the common-schools of the State.

It provides for the building of school-houses; it provides for the superintendent's holding congressional institutes; and attendance of teachers upon the county institutes is made compulsory.

Various minor points are touched upon in the bill, but the efficient reconstruction of the school-system is embraced in those already mentioned.

OWENSBOROUGH.

PUBLIC SCHOOLS.

The public-school system has only been in operation one year in Owensborough. The report of the superintendent is very satisfactory. The study of German has already been introduced into the schools. Before the organization of these schools, a strong prejudice was entertained on the part of the citizens against the co-education of the sexes. This has now been entirely destroyed, and the practice has become exceedingly popular. Objections have been made to the high rate of taxation for the support of schools—30 cents on the \$100—and a disposition is manifested on the part of many citizens to vote it down, and thereby manifest a refusal to sustain a system of public education.

INSTITUTION FOR THE BLIND.

This institution not only receives those who are totally blind, but those whose eyesight is so defective that they can not see to read are, when of suitable age, received and educated at the expense of the State.

In cases of extreme poverty, inmates of the institution are clothed by the State. They are instructed in the branches usually taught in public schools, and in music. The boys are also taught mechanical trades, and the girls to use sewing-machines and to do various kinds of fancy work.

INSTITUTION FOR DEAF-MUTES.

The age of admission to this institution is from 10 to 30. Pupils supported by the State are considered under obligation to remain five years; if they display talent and industry, they may remain seven. Applicants must be in good health, of sound mind, and good moral character.

INSTITUTE FOR FEEBLE-MINDED CHILDREN.

This is a school for the intellectual training of imbecile children, and not an asylum for the hopelessly idiotic. The State pays all expenses for the indigent children received, except transportation. The course of physical training unremittingly em-

ployed is one of the chief instrumentalities for strengthening the mental faculties, and is productive of most beneficial results. This institution has fully demonstrated the possibility of improving the minds of imbeciles, and of making them competent for self-provision.

KENTUCKY UNIVERSITY.

The plan of the Kentucky University presents some peculiar features. It embraces several colleges, each under the immediate government of its own faculty and presiding officer. The general supervision of the university is committed to the regent, who is elected from among the curators, is *ex-officio* chairman of the executive committee, and is the representative of the institution before the public.

The colleges of the university are the college of arts, with 9 professors and 173 students; the agricultural and mechanical college, with 10 professors and 217 students; college of the Bible, with 3 professors and 104 students; commercial college, with 5 professors and 67 students; college of law, with 3 professors and 26 students. The number of graduates for 1872 was 52. It is in contemplation to organize a normal college and a college of medicine.

In 1865 the agricultural and mechanical college, established upon the grant by Congress of 330,000 acres of land, was made a part of the university, and the citizens of Lexington having raised \$100,000 for the purchase of an experimental and model farm and the erection of buildings for the agricultural college, the university was removed to that place. The tract of land occupied by the agricultural college contains 433 acres, and embraces "Ashland," the homestead of Henry Clay. The endowment and real estate of the university now amount to about \$800,000.

Students wishing to reduce their expenses can labor at a reasonable compensation on the farm or in the shops. During the year about 75 students have availed themselves of the "compensated labor system," working four to five hours a day, and have received compensation at a rate exceeding that paid by any other industrial institution in the United States.

UNIVERSITY OF LOUISVILLE.

The medical department of the University of Louisville announces its thirty-sixth annual session. The university dispensary, which is upon the university grounds, and under the exclusive control of the faculty, affords desirable facilities to students.

The law department of the university makes its twenty-sixth annual announcement. The number of graduates for 1872 was 19. Students in this department are entitled to attend, without charge, the lectures in the medical department on medical jurisprudence.

LOUISVILLE MEDICAL COLLEGE.

The most gratifying success has attended the management of this college. The graduates have the privilege of becoming candidates for the position of resident graduate at the Louisville marine hospital. These positions are secured by competitive examinations. The number of graduates last year was 59.

KENTUCKY MILITARY INSTITUTE.

This institute is under the direction of a board of visitors appointed by the governor. The report of the board shows the institution to be in a most flourishing condition. The number of graduates for 1872 was 8.

BETHEL COLLEGE.

This institution was organized by the Bethel Baptist Association of Southwestern Kentucky as a high school, and was incorporated as a college in 1856. The endowment fund is \$85,000, the beneficiary fund about \$6,000, and the real estate, exclusive of the college grounds and buildings, is valued at \$85,000. The institution is free from debt. A theological department is connected with the college.

EMINENCE COLLEGE.

This college is open to both sexes. The number of graduates for 1872 was 13.

HOCKER FEMALE COLLEGE.

The course of study is that usually pursued in colleges for young men.

CECILIAN COLLEGE.

This college was chartered in 1867, and is conducted under the auspices of the Catholic Church. It is for the instruction of boys, and includes a scientific and a commercial department.

SAINT MARY'S COLLEGE.

This institution is exclusively for the education of boys, and is under the care of the Roman Catholic Church. It is divided into two departments, classical and commercial.

KENTUCKY STATE TEACHERS' ASSOCIATION.

This association met at Frankfort, Monday, August 12, and the sessions continued through the week.

Dr. Henderson, State superintendent, was elected president, and B. N. Greham, secretary. Besides the regular address of Dr. Henderson, an essay on "Natural punishments" was read by G. E. Roberts; "Technical education in our schools," was treated of by J. A. Brown; "Great men who do nothing," by B. N. Greham; "Philosophy of composition," by Noble Burter; "Primary schools," by Hiram Roberts; "Professors and professors," by E. M. Murch; "Jacob Brown," a poem, by H. S. Staunton; "Natural science in public schools," by W. H. Lockhart; "Mental science," by Mrs. N. S. Roberts; "Sunlight and starlight," by W. J. Davis; "Sphere of the educated woman," by the State superintendent, Hon. H. A. M. Henderson; "Liberal education," by Noah K. Davis; "Malaria and ozone," by John Darby; "Geology of Kentucky," by J. B. Reynolds. W. H. Bartholomew gave lectures on penmanship. "How to win and retain the confidence of children," was a topic by T. J. Fish; Professor Jones demonstrated the law of falling bodies; Daniel Hough gave a practical exercise in reading.

About seventy-five teachers were present, representing all parts of the State.

TEACHERS' INSTITUTES IN KENTUCKY.

During the past summer twelve institutes were held in the State of Kentucky under the general direction of the State superintendent of public instruction, Hon. H. A. M. Henderson. In the work of each institute, Dr. Henderson was assisted by Professor P. A. Towne, of Paris, Kentucky, and by such local force as was available. At each institute, except two, Dr. Henderson gave lectures on "Popular education" and on "The sphere of the educated American woman."

The object of these institutes was to secure the permanent establishment of a strong organization for each county in the State. The superintendent reviewed the present school law of the State and indicated amendments that he hoped to see enacted. He advocated the establishment of at least one great normal school for the State. These institutes were called congressional institutes, because they, theoretically, at least, were supposed to represent the congressional districts in the State.

At Mayfield, June 3, Dr. Thompson, commissioner of McCracken County, presided. Five counties were represented by their commissioners and by forty-five teachers.

At Henderson the first institute for the second district was held June 10; R. P. Thornberry, commissioner of Webster County, presided.

The second institute for this district was held at Hopkinsville, June 17; G. A. Champ- lin, commissioner of Christian County, presided.

At Glasgow, June 24, the institute for the third district was held; Richard P. Collins, commissioner for Barren County, presiding, with over fifty teachers in attendance from five counties. The institute for the fourth district was at Elizabethtown, July 1; Judge Bush, of Larue County, presiding, with more than seventy teachers in attendance from six counties. Professor Heagan, of Hamilton College, took an active part in the meetings of the institute.

The institute for the eighth district was at Stanford, July 8; R. C. McBeatte, commissioner for Wayne County, in the chair. D. W. Coleman, commissioner of Casey County; J. K. West, of Garrard County; and R. F. Coldwell, of Boyle, represented those counties. S. S. McRoberts, commissioner of Lincoln County, was present. L. G. Barbour, of Danville; Professor J. B. Meyers, of Stanford; and B. N. Greham, commissioner of Fayette County, rendered valuable service.

The institute for the ninth district was held at Manchester, July 15; J. E. White, commissioner of Clay County, presiding; twenty-five teachers were present, and several commissioners from adjoining counties.

The institute for the seventh district was held at Carlisle, July 22; J. M. Chism, commissioner of Nicholas County, presiding. All the sessions of the week were attended by the citizens *en masse*, and there were more than four hundred persons present at the adjournment. Besides the addresses of Dr. Henderson, President Argobast, of the Wesleyan College at Millersburg, read an essay on "What and how to read;" Dr. Reynolds, of Louisville, read one on "The mission of the teacher." The institute was regarded as a very profitable one.

The institute for the tenth district was held at Maysville, July 29 to August 2, inclusive; Judge E. Whitaker presided. Professor H. R. Blaisdell and Professor Smith, of Maysville, took an active part in the work of the week. Professor Yancy, of Augusta College, gave his method of teaching history.

At Cynthiana, August 5, the institute for the sixth district was presided over by J.

F. Lebus, commissioner of Harrison County. More than a hundred teachers were in attendance, being numerically the largest institute of the summer except that at Louisville, and the work accomplished was very satisfactory.

The first institute for the fifth district was at Eminence, August 20; Hon. Z. F. Smith, late State superintendent, presiding. The second institute for the district was at Louisville, W. H. Bartholomew presiding. This was a very important meeting.

REV. ROBERT JEFFERSON BRECKINRIDGE.—OBITUARY.

Rev. Robert Jefferson Breckinridge, D. D., LL. D., died at his home, in Danville, December 27, 1871.

He was a son of Hon. John Breckinridge, author of the Kentucky resolutions of 1798, and United States Attorney-General under President Jefferson; born at Cabell's Dale, March 8, 1800; studied at Princeton and Yale; graduated at Union College, New York, 1819; admitted to the bar 1823; practiced law in Kentucky until 1831; member of the State legislature in 1825, 1826, 1827, and 1828; united with the Presbyterian Church in 1829, and was soon after elected ruling elder; studied a few months at Princeton, and was ordained pastor Second Presbyterian Church, Baltimore, Maryland, 1832; president or principal of Jefferson College, Cannonsburgh, Pennsylvania, and pastor of the church, 1845; pastor First Presbyterian Church, Lexington, Kentucky, and State superintendent of public instruction, 1847; professor of exegetic, didactic, and polemic theology in the Presbyterian Theological Seminary at Danville, 1853.

Dr. Breckinridge was a man of commanding influence in both church and state. His intellect was quick, piercing, powerful, with a grasp of thought, a closeness of reasoning, and a fertility of illustration which few could rival, rendering him equal to any emergency, whether to fill a theological chair, to address a promiscuous audience, to join in an extemporaneous debate, to preside over a literary institution, or sway the councils of a political convention. From his first public appearance in ecclesiastical matters in the Cincinnati convention, 1830, he was one of the leading minds in the Presbyterian Church, and in his later as well as earlier years took an active part in civil affairs.

As a preacher, he was scriptural, doctrinal, and closely argumentative; he was great (and greatly) in controversy, but it was in deliberative bodies that his powers appeared to the greatest advantage. His acquaintance with judicial proceedings, his self-reliance, his peculiarly gentle but penetrating voice, his unsurpassed command of appropriate language, and his ability to bring his full strength to bear upon the question at issue, made him a most powerful advocate or a most formidable opponent.

He was a voluminous writer; published *Papism in the Nineteenth Century in the United States*, 1841; *Travels in France, Germany, &c.*, 1841; *Memoranda of Foreign Travel*, 1845; *Internal Evidence of Christianity*, 1852; two large volumes of theology, 1857 and 1859, and innumerable pamphlets on slavery, temperance, Popery, Universalism, Presbyterianism, education, agriculture, politics, besides editing several periodicals.

The value of his six years' service as superintendent of public instruction is gratefully acknowledged by his successors in that office. One of them, in his annual report for 1859, says that "to Dr. Breckinridge, above all others, the people of Kentucky owe the establishment of our system of common schools. He found that system a ruin; he left it a majestic fabric; he found it a prey to the timidity of legislation and the plunders of party; he left it beyond legislation and beyond party, fixed immovably among the powers of government in the organic law of a great commonwealth."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Kentucky was the eighth State in population, having 1,321,011 inhabitants, within an area of 37,680 square miles, an average of 35.33 persons to the square mile. This population consisted of 1,096,692 whites, 222,210 colored, 1 Chinese, and 108 Indians. Of these 1,257,613 were natives of the United States and 63,398 were foreign-born. Of the native residents of the State 875,415 whites, 205,583 colored, and 83 Indians were born within its borders, while of the foreign residents 30,318 were born in Germany, 4,173 in England, and 21,642 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 181,225 persons attended school, and of these 1,162 were foreign-born. The white male scholars numbered 91,225, and the white female scholars 82,278, an aggregate of 173,503 whites. The colored pupils numbered 7,702, of whom 3,520 were males and 4,182 females. There were also 20 Indians—7 males and 13 females.

Illiteracy.—The number of inhabitants of all races, ten years old and over, unable to write, was 332,176, of whom 7,231 were foreign-born.

Age, sex, and race of illiterates.—Of the 201,077 white illiterates, 57,766 were from ten to fifteen years of age, and of these 31,752 were males and 26,014 females; 36,760 were

from fifteen to twenty-one years old, of whom 18,724 were males and 18,036 females; 106,551 were twenty-one years old and over, of whom 43,826 were males and 62,725 females. Of the 131,050 colored illiterates, 24,958 were from ten to fifteen years old, of whom 12,891 were males and 12,067 females; 24,926 were from fifteen to twenty-one years old, of whom 12,157 were males and 12,769 females; 81,166 were twenty-one years old and over, of whom 37,889 were males and 43,277 females; 12 male and 37 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 5,149, having 6,346 teachers, of whom 3,972 were males and 2,374 females, to educate the 245,139 pupils, of whom 125,734 were males and 119,405 females.

Amount and source of educational income.—The total income of all the educational institutions was \$2,538,429, of which \$393,015 were derived from endowment, \$674,992 from taxation and public funds, and \$1,470,422 from tuition and other sources.

Public schools.—The 4,727 public schools throughout the State, with their 5,351 teachers, of whom 3,468 were males and 1,883 females, were attended by 218,240 pupils, of whom 111,802 were males and 106,438 females. To educate these they possessed a total income of \$1,150,451, of which \$24,885 were derived from endowment, \$604,905 from taxation and public funds, and \$520,661 from tuition and other sources.

Colleges.—The 42 colleges, with their 223 teachers, 119 male and 104 female, were attended by 5,864 students, of whom 3,395 were males and 2,469 females. To educate these they possessed a total income of \$431,437, of which \$180,831 were derived from endowment, \$3,999 from taxation and public lands, and \$246,607 from tuition and other sources.

Academies.—The 95 academies, with their 286 teachers, 146 males and 140 females, had an attendance of 6,224 pupils, 3,049 males and 3,175 females, for the education of whom they possessed a total income of \$254,498, of which \$4,000 were derived from endowment, \$9,148 from taxation and public funds, and \$241,350 from tuition and other sources.

Private schools.—The 195 day and boarding schools had 302 teachers, of whom 128 were males and 174 females. They were attended by 7,948 pupils, 3,170 of whom were males and 4,778 females. These schools possessed a total income of \$335,865, of which \$730 were derived from endowment and \$335,135 from tuition and other sources.

Libraries.—There were 1,172 public libraries, containing 318,985 volumes; also 4,374 private libraries, having 1,590,245 volumes—a total of 5,546 libraries, containing 1,909,330 volumes.

The press.—The 89 periodicals had an aggregate circulation of 197,130 copies, with an aggregate annual issue of 18,270,160.

Churches.—Of the 2,969 church organizations, 2,696 had edifices with 878,039 sittings, and the church property was valued at \$9,824,465.

Pauperism.—One thousand seven hundred and eighty-four paupers were reported, of whom 963 were native whites, 704 native colored, and 117 foreigners.

Crime.—Of 1,067 persons in prison June 1, 1870, 525 were native whites, 443 native colored, and 99 foreigners; 603 persons were convicted during the year.

Age and sex of population.—Of the total population, 454,539 persons were from 5 to 18 years old, 230,491 males and 224,048 females; 930,136 were ten years old and upward, and of these, 466,762 were males and 463,374 females.

Occupations.—Four hundred and fourteen thousand five hundred and ninety-three persons of these ages were engaged in various occupations, of whom 364,300 were males and 50,293 females; 261,080 were engaged in agricultural pursuits, of whom 257,426 were males and 3,654 females; 84,024 in personal and professional services, of whom 41,974 were males and 42,050 females; 25,292 in trade and transportation, of whom 24,961 were males and 331 females; 44,197 in manufactures and mechanical and mining industries, of whom 39,939 were males and 4,258 females.

Age and sex of working population.—Of these 414,593 employed persons, 42,985 were from 10 to 15 years old, of whom 34,283 were males and 7,802 females; 348,190 were from 16 to 59 years old, of whom 307,718 were males and 40,472 females; 24,318 were 60 years old and over, of whom 22,299 were males and 2,019 females.

LOUISIANA.

[From report of Hon. Thomas W. Conway, State superintendent of instruction, for the year 1871.]

SCHOOL FUND.

The school fund for the scholastic year 1871, (from January 1 to December 31,) as far as can be determined from data received, was as follows:

Balance due from former school board.....	\$35,173 13
Balance due from parish treasurers.....	23,266 08
Amount from State apportionments.....	420,574 74
From corporate authorities.....	51,572 47
From interest on sale of school-lands.....	24,367 28
Total.....	554,973 70

DISBURSEMENTS.

Previous indebtedness.....	\$9,502 27
Teachers' wages.....	448,023 78
Rent of school-houses.....	35,653 20
Repairs.....	2,940 47
School furniture.....	2,733 65
Fuel and incidentals.....	18,597 33
School apparatus.....	1,356 53
School-house sites.....	690 00
Building school-houses.....	12,337 02
Total.....	531,834 25

NUMBER OF PUPILS.

The State is divided into six school divisions. The number of pupils enrolled is as follows:

First division.....	3,591
Second division.....	6,200
Third division.....	10,107
Fourth division.....	5,845
Fifth division.....	No report.
Sixth division.....	19,091
Total.....	44,834

AVERAGE DAILY ATTENDANCE.

First division.....	2,856
Second division.....	4,396
Third division.....	No report.
Fourth division.....	No report.
Fifth division.....	No report.
Sixth division.....	13,335
Total.....	20,587

NUMBER OF TEACHERS EMPLOYED.

First division.....	104
Second division.....	121
Third division.....	221
Fourth division.....	130
Fifth division.....	No report.
Sixth division.....	381
Total.....	957

Average rated pay of teachers per month, \$60.60; average duration of schools, 6 months 10 days.

NEW SCHOOL LAW.

The school act of 1870 was not open to serious objections in its general features, but the agencies for carrying out its provisions were so cumbrous and complicated that amendments were necessary.

In January, 1870, the State board of education, at its annual meeting, proposed such modifications of the school act as would remove the most formidable of the difficulties. These views were submitted to the standing committee on public schools, and by them in the main approved and formally reported. The proposed amendments were adopted by both houses of the legislature, and on the 16th of March the act was approved by the governor and became a law. By these amendments the former ward boards of school directors were abolished and the places of the old directors of parish school boards were vacated. The State board of education was called together and, as promptly as possible, new parish boards were appointed, together with boards of directors for the various incorporated towns and cities of the State. The re-organization of the school work absorbed time, but the delay was amply compensated for by the increased efficiency of the amended law.

TEACHERS' INSTITUTES.

Under section 10 of the act approved March 16, 1870, the division superintendents are required to hold once in each year a teachers' institute in their respective divisions.

In conformity with this regulation, and under the direction of the State superintendent of public education, four institutes were held during the year—at Amite in June, at Carrollton June 8, 9, and 10, at Franklin June 16 and 17, and at New Orleans May 31 and June 1 and 2.

These first teachers' institutes ever convened in the State excited the deepest interest. In every case there was a full attendance of teachers and members of the school board, and the exercises were varied and instructive. Papers on methods of teaching and discipline were read, and Miss Hattie M. Morris, from the Oswego training-school, gave in all the institutes lectures on the best methods of instructing in arithmetic, geography, grammar, and botany, and in the course practically illustrated the benefit to be derived from the proper use of the blackboard.

The institute in the city of New Orleans was perhaps the most interesting. Three hundred and fifty-one teachers answered to the roll, and the addresses of Mr. Conway, the State superintendent, and of Mr. Carter, the division superintendent, were listened to with marked attention.

The harmony of the meeting was somewhat disturbed by a few persons in evident sympathy with that portion of the community hostile to the school system; but in the face of these ill-timed and senseless exhibitions, Mr. Carter testified to the increasing confidence felt in the schools, instancing several gentlemen who had fought against the Government during the late war, and who might at least be expected to be lukewarm toward the school system, but who are ready to declare that the "closing of the public schools would be one of the greatest calamities that could happen to the State."

STATE TEACHERS' ASSOCIATION.

The first germ of this valuable auxiliary to teachers' institutes is found in the second division, where the teachers of two parishes formed a society for mutual improvement.

THE STATE UNIVERSITY.

A communication received by the State superintendent from Colonel Boyd, superintendent of the university, gives a concise and comprehensive view of the wants and prospects of the institution.

The wants as enumerated are: First, plenty of money to pay our debts; second, more room for academic and other purposes, or an immediate reduction of the number of cadets; third, more apparatus, a larger library, and five new professors, viz, of moral and mental philosophy, Greek, agricultural chemistry, and natural history; fourth, for purposes of discipline and better order, muskets for the corps of cadets.

In connection with these wants, Colonel Boyd remarks that "the university must not depend on warrants; that if the State cannot pay its quota of university expenses in United States Treasury notes, then the university must either give up the State or beneficiary cadets, or stop altogether; and that the tuition should be made absolutely free." He also heartily indorses the action of the Tennessee State legislature, asking Congress to pass the land-grant scheme for the benefit of one, and only one, college or university in each State.

Accompanying the communication was a form of scheme for donation, or raising an endowment for the university: For \$100 the university pledges itself, through attached

coupons, to give four years' tuition. As the regular tuition fee is \$80 per annum, the advantages of the offer are manifest.

The total number of matriculates since September 1 is one hundred and fifty-one; ten applicants were refused admission for inability to pass the entrance examination; and the total number of cadets now, present and absent, is one hundred and thirty-two.

AGRICULTURAL AND INDUSTRIAL SCHOOLS.

The report calls attention to the fact that the scrip issued by the General Government for the establishment of an agricultural college has been secured, and urges immediate action in this direction; and further hopes that the legislature may not adjourn without making provision for the establishment of industrial and evening schools.

PEABODY FUND.

The agent, Dr. Sears, in his sixth annual report, says: "Our mode of distribution in this State is the same as it was last year. We still have the valuable services of Hon. R. M. Lusher, as local agent, without salary. On his recommendation donations have been made to schools as follows: \$7,550 distributed among twelve towns, in sums varying from \$900 to \$300; for 50 pupils in New Orleans normal school, \$1,600; for model school attached to it, \$300; for pupils in other normal schools, \$300; in all, \$9,750. Of this amount \$750 belong to the appropriation made for last year."

PECULIAR CONDITION OF CERTAIN RURAL DISTRICTS.

In the parish of Livingston, in the first district, there are reported 18 male and 3 female teachers. This disparity arises from the wilderness nature of the country, a great portion being covered with dense undergrowth, through which run bayous, creeks, and swamps; in many instances teachers and pupils have to traverse several miles through marshes and brush to reach the school-house; the school-buildings are generally log-huts, with the rudest furniture and apparatus.

Within seventy-five miles of the Queen City of the South, you find a population chiefly of French extraction, mostly descendants from the exiles of Acadia, with an admixture of Spanish, Portuguese, and Italian elements. Their language is a corruption of French, hardly intelligible to an educated Frenchman, and their manner of living is that of a hundred years ago. If they build a house to-day, though in a land abounding in cypress lumber, it is invariably the "adobe" cabin, mud walls thatched with palmetto leaves.

The district inspector states that he visited a community of over 1,200 inhabitants, where a Christian minister had never been, except a Catholic priest, and he but once a year. He further asserts: "I do not believe six persons could be found (excepting three persons who had been sent in charge of schools) who could read or write in any language, or that a particle of printed matter, even a Bible, could be found in one of their houses, except the school-books that had been recently sent for the use of pupils. Bear in mind that this people understand not a word of English, and that their children never hear it save from their teachers, and it will be understood how the colored children have so much the advantage over them."

MIXED SCHOOLS.

Mixed schools exist in every division in the State. In the first division 1,510 white children attend public schools to 4,690 colored. This disproportion arises from the fact that the poor whites will not apply for the admission of their children into schools attended by colored children; the few white children found in the schools of this division are universally the children of intelligent parents. Among the Acadians, in the second division, very few colored people reside, and these, with generous toleration, prefer to send a great distance, often from four to six miles, rather than apply where they know they would be unwelcome. The schools, then, in these localities become by the nature of things white schools.

In the third division the subject of mixed schools has caused no embarrassment whatever. The majority of the schools are separate, from the choice of parents of all classes; but in some localities children of both races are found in the same school.

In the city of New Orleans, as a general thing, pupils have preferred schools where their associates are of their own race; but in the instances where the schools have become to some extent mixed schools, no difficulty has been experienced.

In the Bienville school, under the passionate impulse of the moment, the whole number of white children was withdrawn upon the admission of colored pupils. All, however, subsequently returned, and the school proceeded harmoniously.

NEW ORLEANS.

THE BOARD OF EDUCATION.

Under the amended law the power of appointing school directors for the city of New Orleans was vested in the State board of education. It was hoped that the amended law, by bringing the board into harmony with the State authorities, would enable those who succeeded to the control of the schools to remedy the evils resulting from the neglect of the former authorities, and end the dissensions with regard to the control of the schools which had existed for the two years previous.

The work of the board was distributed among the following standing committees: On teachers, on school-houses, on finance, on high and normal schools, on text-books and apparatus, on library, on rules and regulations.

An estimate of the amount of money needed for the current year was made, as follows: For pay-roll of teachers proper and for ordinary expenses, \$360,000; for school-books and stationery, \$25,000; for buildings and necessary repairs, \$95,000; total, \$480,000. Of this, the State fund was expected to furnish \$130,000, leaving \$350,000 to be provided by the city. This estimate was reported to the city administrators, who, in pursuance of law, were directed to have a tax for the above-named sum levied and collected. Legal difficulties, which appeared to them insurmountable, led to a refusal on the part of the administrators; which refusal, being subsequently sustained by a decision of the supreme court, cut off from the board this legitimate source of revenue. More than half the State apportionment was already due for services rendered prior to the creation of the present board, so that a balance of less than \$70,000 was the only reliance of the board in the face of expenses estimated at \$480,000. At this juncture the State superintendent of education generously advanced the probable amount of the next apportionment of the State school-fund, thus placing \$30,000 in the hands of the board for immediate use.

SCHOOL-BUILDINGS.

There are seventy-four buildings occupied by the public schools, of which thirty-six are the property of the city, and are estimated at a total value of \$653,000. Some of the leased buildings are really unfit for school purposes, and both economy and an intelligent regard for the prosperity of the public schools demand the erection of suitable school-buildings. The estimated value of the school-furniture belonging to the city is \$42,000, and of school apparatus \$8,000, which, added to the value of the buildings owned, gives a total of \$703,000 invested in school property. The schools are still very deficient in the apparatus necessary to the highest success of the teacher.

MODEL SCHOOLS.

In response to a request from the State superintendent of education, two of the public-school buildings of the city, viz, the Washington girls' school and the Fisk boys' school, were placed at his disposal for the purpose of establishing model schools.

NORMAL SCHOOL AND COLLEGE.

In conclusion, the report earnestly urges the establishing, in the city, of a normal school for the training of teachers, and a free college in which graduates from the high schools may complete their education.

LOUISIANA STATE UNIVERSITY.

This institution is very unfortunate in its pecuniary embarrassments and incomplete means of instruction. "The financial condition," says the superintendent, "is as bad as it can be when fifty cents must do the work of a dollar." Notwithstanding these drawbacks, the past year has been in many respects a successful one. The standard of scholarship, both for admission and graduation, has been raised; important additions have been made to the apparatus, cabinets, and library, and the number of graduates was unusually large.

The course of study embraces a preparatory and an academic department, a special school of civil engineering, and a commercial course. The academic department comprises a literary, scientific, and optional course. The preparatory department is designed to be temporary, and will be dispensed with as soon as the public and private schools throughout the State are sufficiently organized to become constant feeders to the university. The discipline is military.

By act of the legislature, the professors of engineering, chemistry, mineralogy, geology, and botany are required to make, jointly, a topographical, geological, and botanical survey of Louisiana. To this duty they devote not less than four months of every

year. The third annual report of these professors has been published, and has attracted considerable attention in the scientific world. The survey is now nearly completed.

Until the rebuilding of the college edifice near Alexandria, (destroyed by fire October, 1869,) the institution is temporarily located at Baton Rouge. Of the 175 cadets, 131 are State beneficiaries.

POLYTECHNIC AND INDUSTRIAL INSTITUTE OF LOUISIANA.

This movement received its initial impulse in the New Orleans Academy of Sciences, on the 12th day of February, 1872. Resolutions were unanimously adopted recognizing the necessity for technical training in the physical sciences, and instruction in the mechanical arts, recommending the founding of a polytechnic school in the city of New Orleans, and inviting the New Orleans Mechanics' Society to co-operate with the academy for the promotion of the enterprise.

A convention was subsequently held at which about fifty delegates, representing the diversified interests of the State, were present. A committee appointed to prepare a plan for a polytechnic and industrial school submitted their report in the ensuing May. A charter has been obtained, and steps will soon be taken by the board of managers for carrying out the plan adopted.

SAINT CHARLES COLLEGE.

This institution, incorporated in 1852, is conducted by the members of the Society of Jesus. The plan of instruction is the same as that of first-class academies, with the addition of a commercial course.

NEW ORLEANS DENTAL COLLEGE.

This college announces its sixth regular course of lectures. The projectors sought in its establishment to meet the great necessity, made more urgent by the impoverishing result of the late war, for such an educational institution in the South; and its success has fully answered their expectations. The aim of the college is to give the highest order of instruction, not only in the dental art, but in its collateral sciences. The curriculum is so arranged as to compel each student to spend a large proportion of every day in actual practice in the infirmary and laboratory. Twenty-two lectures are delivered each week, occupying about an average of four hours a day.

REV. CHARLES S. DOD—OBITUARY.

Rev. Charles S. Dod, born in Elizabeth, New Jersey, 1814, graduated at Princeton, 1833, died in the Presbytery of New Orleans, November 23, 1872. His father, Daniel Dod, was a master-builder of steam-engines, and, being distinguished for mathematical learning, was offered, but declined, a professorship in Rutgers College in 1811. In 1834 his son became classical tutor in the University of Georgia, and afterward principal of the Darien (Georgia) Male Academy; from 1838 to 1840, professor of mathematics in Jefferson College, Cannonsburgh, Pennsylvania; 1840 to 1844, principal again of Darien Academy, when he entered the ministry, in which he labored at periods as pastor of Presbyterian churches at Augusta, Georgia; Holly Springs, Mississippi; Plaquemine, Louisiana; chaplain in the confederate army, with superintendence of the Macon, Georgia, hospital, and finally as an evangelist in the Teche (Louisiana) country. Between these intervals he was principal of the Roswell High School, Cobb County, Georgia, 1847 to 1849; president West Tennessee College, 1854 to 1861; principal of Plaquemine Presbyterian Seminary, 1869 to summer of 1872. The continual demand for his services as an educator is the best testimony to his eminent worth and usefulness in that field.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Louisiana was the twenty-first State in population, having 726,915 inhabitants within an area of 41,346 square miles, an average of 17.58 persons to the square mile. This population consisted of 362,065 whites, 364,210 colored, 71 Chinese, and 569 Indians. Of these 665,008 were natives of the United States and 61,827 were foreign-born. Of the native residents of the State 237,453 whites, 263,956 colored, 453 Indians, and 2 Chinese were born within its borders; of the foreign residents 18,933 were born in Germany, 2,811 in England, and 17,068 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 51,259 persons attended school, and of these 571 were foreign-born. Of the 40,183 white scholars, 20,542 were males and 19,641 females. Of the 11,076 colored scholars, 5,467 were males and 5,609 females.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 276,158, of whom 7,385 were foreign-born.

Age, sex, and race of illiterates.—Of the 50,749 white illiterates, 13,525 were from 10 to 15 years of age, and of these 7,130 were males and 6,395 females; 9,636 were from 15 to 21 years old, of whom 4,710 were males and 4,926 females; 27,588 were 21 years old and over, of whom 12,048 were males and 15,540 females. Of the 224,993 colored illiterates 33,353 were from 10 to 15 years old, of whom 16,978 were males and 16,375 females; 35,591 were from 15 to 21 years old, of whom 15,873 were males and 19,718 females; 156,049 were 21 years old and over, of whom 76,612 were males and 79,437 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 592, having 1,902 teachers, of whom 926 were males and 976 females, to educate their 60,171 pupils, of whom 29,854 were males and 30,317 females.

Amount and source of educational income.—The total income of all the educational institutions was \$1,199,684, of which \$34,625 were derived from endowment, \$564,968 from taxation and public funds, and \$600,071 from tuition and other sources.

Public schools.—The 178 public schools, with their 459 teachers, of whom 192 were males and 337 females, were attended by 25,832 pupils, of whom 12,095 were males and 13,737 females. To educate these they possessed a total income of \$473,707, of which \$445,683 were derived from taxation and public funds and \$28,024 from tuition and other sources.

Colleges.—The 8 colleges, with their 100 teachers, 84 male and 16 female, were attended by 1,567 students, of whom 1,139 were males and 428 females. To educate these they possessed a total income of \$150,194, of which \$31,750 were derived from endowment, \$82,300 from taxation and public funds, and \$36,144 from tuition and other sources.

Academies.—The 28 academies, with 276 teachers, 33 male and 243 female, had an attendance of 2,600 pupils, 852 male and 1,838 female, for the education of whom they possessed a total income of \$193,525, of which \$2,525 were derived from endowment, \$2,300 from taxation and public funds, and \$193,700 from tuition and other sources.

Private schools.—The 293 day and boarding schools had 548 teachers, of whom 297 were males and 251 females. They were attended by 16,332 pupils, 7,324 of whom were males and 9,008 females. These schools possessed a total income of \$193,692, of which \$350 were derived from endowment, \$2,905 from taxation and public funds, and \$190,437 from tuition and other sources.

Libraries.—There were reported in the State 480 public libraries, containing 263,266 volumes; also 1,852 private libraries, having 584,140 volumes—making a total of 2,332 libraries, containing 847,406 volumes.

The press.—The 92 periodicals had an aggregate circulation of 84,165 copies, with an aggregate annual issue of 13,755,690.

Churches.—Of the 638 church organizations, 599 had edifices, with 213,955 sittings, and the church property was valued at \$4,048,525.

Pauperism.—Five hundred and seven paupers were reported, of whom 279 were native whites, 130 were native colored, and 98 were foreigners.

Crime.—Of 845 persons imprisoned June 1, 1870, 460 were native whites, 358 native colored, and 27 foreigners; 1,559 persons were convicted during the year.

Age and sex of population.—Of the total population, 226,114 persons were from 5 to 18 years old—112,520 males, 113,594 females; 526,392 were 10 years old and upward, and of these 261,170 were males and 265,222 were females.

Occupations.—Two hundred and fifty-six thousand four hundred and fifty-two persons of these ages were engaged in various occupations, of whom 193,168 were males and 53,284 females; 141,467 were engaged in agricultural pursuits, of whom 114,530 were males and 26,937 females; 65,347 in personal and professional services, of whom 36,583 were males and 28,464 females; 23,831 in trade and transportation, of whom 23,496 were males and 335 females; 25,807 in manufactures and mechanical and mining industries, of whom 23,259 were males and 2,548 females.

Age and sex of working population.—Of these 256,452 employed persons, 18,632 were from 10 to 15 years old, of whom 11,606 were males and 7,026 females; 222,690 were from 16 to 59 years old, of whom 174,150 were males and 48,740 females; 14,930 persons were 60 years old and over, of whom 12,418 were males and 2,512 females.

MAINE.

[From report of Warren Johnson, State superintendent of instruction, for the scholastic year ended October 31, 1871.]

FINANCIAL STATEMENT.

Raised by direct taxation.....	\$743,326
New school-houses.....	117,364
Private tuition in and out of the State.....	60,326
To prolong schools.....	12,966
To pay superintending school committees.....	23,623
Appropriation for county supervision.....	16,000
Appropriation for teachers' institutes.....	8,000
Appropriation for normal schools.....	25,000
Expense of annual report, (7,000 copies).....	3,500
Superintendent's salary, clerk, traveling expenses, &c.....	3,800
Interest of permanent school fund.....	15,444
Derived from local funds.....	14,639

Aggregate expended for educational purposes..... 1,043,988

Total valuation of State property.....	\$224,585,325.
Rate of aggregate school expenditure to valuation.....	43.5 mills.
Rate of direct taxation.....	3.3 mills
Excess of taxation above amount required by law.....	\$132,213 00
Amount raised per scholar by direct taxation.....	3 29
Expenditure for each census scholar.....	4 62
Expenditure for each registered scholar.....	8 89
Expenditure for each average attendance.....	11 07

Maine takes high rank among those States that tax themselves lowest in aid of public instruction. If a saving could be effected in other departments, and the same diverted into the common-school channel, a vast change for the better would ensue.

ATTENDANCE.

Whole number of scholars between 4 and 21 years of age.....	225,508
Number registered in summer schools.....	120,295
Average attendance.....	193,066
Number registered in winter schools.....	134,065
Average attendance.....	07,717
Per cent. of average attendance to whole number.....	50
Per cent. of average attendance to scholars registered.....	79
Per cent. of average attendance to summer schools registered.....	78
Per cent. of average attendance to winter schools registered.....	80
Probable number of truants or absentees.....	18,989
Average length of summer schools, 5½ days per week, 9 weeks, 3 days.	
Average length of winter schools, 5½ days per week, 10 weeks.	
Average length of schools for the year, 19 weeks, 3 days.	

DISTRICTS AND SCHOOL-HOUSES.

Number of districts.....	4,003
Number of parts of districts.....	350
Number of districts with graded schools.....	420
Number of school-houses.....	3,917
Number of school-houses in good condition.....	2,234
Number of school-houses built last year.....	119
Cost of the same.....	\$117,364
Estimated value of all school-property.....	\$2,488,500

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed in summer.....	119
Number of male teachers employed in winter.....	1,801
Number of female teachers employed in summer.....	3,790

Number of female teachers employed in winter.....	2,180
Number of teachers graduates of normal schools.....	264
Average pay of male teachers per month, excluding board.....	\$32 44
Average pay of female teachers per week, excluding board.....	3 43
Average cost of teachers' board per week.....	2 30

MODIFICATION IN SCHOOL LAW.

Since January, 1871, the following acts have been passed, modifying the educational legislation of previous years: Any city or town may annually make provision for giving free instruction in industrial or mechanical drawing, to persons over fifteen years of age, either in day or evening schools. Towns may empower the school district agents to employ the teachers, instead of the superintending school committee. A tax of one mill per dollar is to be annually assessed upon all property in the State according to valuation, to be known as the mill tax for the support of common schools. The first distribution of this fund shall be made January 1, 1873. All of this fund not distributed or expended during the financial year shall, at the close of such year, be added to the permanent school fund. The amount to be raised by towns and plantations for the support of schools is changed from one dollar to eighty cents for each inhabitant, according to the State census. Savings-banks shall be required to pay to the State one-quarter of one per cent. on all deposits, to be appropriated for the use of common schools. The act creating the office of county supervisor of schools has been repealed.

SCHOOL REVENUE.

The "school mill tax" will amount to \$224,530. This will be disbursed to the several towns according to the number of scholars, in the same manner as the interest of the permanent school fund. Apart from the school moneys raised by the town, the above sources of revenue will give about \$1.60 for each person in the State between the ages of 4 and 21. In her school expenditure *per capita* of school population, Maine ranks the lowest of the Northern States. In this respect she holds the twenty-first position, while in wealth *per capita* of total population her rank is the thirteenth. The gross expenditure is now about \$1,000,000. It should be increased to \$1,500,000 at least.

Although not yet quite up to the full measure of duty and ability, the long stride made by the last legislature toward an even rank with sister communities is an encouraging fact to the friends of education. The school revenue has been in a measure equalized, and increased more than one-third. In 1871, the school income required by law was about \$625,000. In 1872, this sum has been increased by legislation to \$840,000. This affords an average of \$3.75 (nearly) to each person in the State between 4 and 21 years.

SCHOOL CENSUS AND ATTENDANCE.

During the past ten years there appears to have been a gradual decrease in the number of youth between the ages of 4 and 21. The school population of 1861 was 243,171. For 1871 it is 225,508. The school age begins too early and ends too late, and this presents our average attendance in an unfavorable and unjust light. The profitable limit of school age would be between six and eighteen, inclusive. If this term were adopted by a majority of the States, the comparative school statistics would present a nearer approximation to the truth than they do at present.

The total school attendance has been less this year than last, while the average attendance has nearly equaled that of last year. The average city attendance, .42, is much below the average in the State, .50. While we can not expect to gather into the public school over 65 or 70 per cent. of the total number of youth, with the school age as at present established, we ought to secure a better attendance than at present, both in the total registered and in constant presence. A loss of 15 per cent. in attendance is equivalent to a waste of \$150,000 annually. The almost 20,000 truants reported should be brought into the school-room by the compelling power of the State. School committees throughout the State are almost unanimous in urging the importance of some legislative enactment to secure the education of all the youth in our State.

LENGTH OF SCHOOL TERMS.

The summer schools for 1871 were the same as 1870; the winter schools one day shorter. With two exceptions (New Hampshire and Nebraska) Maine has the shortest schools of any of the Northern States. The school terms are of unequal length in different communities, the cities and villages enjoying much larger school privileges than the rural districts and remote towns. This can not be perfectly balanced, but a grand approximation to it may be made by the abolition of the district system, by an equal school revenue, and by the free high-school system.

GRADED SCHOOLS.

The number of graded schools reported in 1870 was 230. The number reported this year is 420, showing a large advance in the efforts of committees and supervisors to evolve order from the chaos of the "mixed schools" and to classify school-work. The general result has been far above the possibilities of the old ungraded schools. The principal weak point now is the course of study. This problem is, however, receiving so much attention that we may hope soon to have a fixed order of instruction from the primary upward. The graded system exhibits better results where the single superintendent holds positive sway than where the various schools are intrusted to the divided rule of sub-committees.

Next to a school system and to graded schools comes system in the school. The reports of county supervisors show a promising advance in this respect. The returns from some teachers, however, still show an excessive number of daily recitations, running in some instances as high as thirty-five. This, while occasionally due to a lack of executive ability on the part of the teacher, is more largely owing to the variety of text-books in use.

TEXT-BOOKS.

Our people are greatly burdened with the variety of text-books and the frequent changes made, and many, in consequence, are entirely deprived of school privileges. The school-officers very generally suggest uniformity of text-books by legislative enactment, and in this the superintendent fully concurs.

DRAWING IN SCHOOL.

The privilege granted towns to provide for industrial drawing is an omen of good promise. It behooves school officers to anticipate this branch of the work lying back of all our mechanical industries, by introducing elementary and free-hand drawing into all our primary and mixed schools, both in the country and in villages. The importance of this branch can not be too strongly urged.

TEACHERS.

The comparative ratio of male to female teachers remains nearly the same as last year. The number of male teachers employed in summer-schools is larger than last year, due to the fact that the principalships of high and grammar schools are sought for by young men who propose to continue in the business of teaching.

The number of normal-school graduates reported as employed last year in our schools was 193; this year the number is 264. In 1869 the number was only 130. Supervisors and committees speak in the highest terms of the labors of our normal graduates. The salaries of teachers have steadily increased in the State the last three years, particularly in the high-school division of the graded schools and in the superior schools of the larger villages. The law of school economics is simply this: As is the teacher so will the school be; as the wages, so the teacher; as the community, so the wages. In the light of this principle the advance—small but steady—in teachers' wages is a significant fact and an encouraging promise, though Maine still pays the lowest wages for teachers' services of any State. Our teachers, under the stimulating and suggestive influences of the normal school and the institute, are making rapid advances in the art and science of teaching. The tendency in this direction augurs well for the future of teaching as a profession, and for the high rank which Maine teachers will undoubtedly take.

TEACHERS' INSTITUTES.

The same division of institute work has been made this year as last, namely, town institutes of one and two days' duration, and county institutes of five days each. The town institutes have been of great value, reaching not only teachers but parents and scholars. More than forty county institutes have been held during the year, with an attendance of nearly 4,000 teachers. These institutes have been conducted entirely by our county supervisors. The county institute work commenced August 1, and continued without interruption until November 24. Each week of this period, one to three institutes were held in various parts of the State. The written examination on the closing day of the institute has constituted one of the chief features in the institute work of the past two years. There can be no doubt about the value of this examination and the accompanying issue of graded certificates. More than 1,500 graded certificates have been issued during the year. School agents and committees are now beginning to ask teachers to exhibit their record at the institute examination.

The amount appropriated for institutes by the last legislature was \$8,000. Less than half this sum has been expended. A re-appropriation of the unexpended sum is recommended.

EDUCATIONAL ASSOCIATION.

The State teachers' association held its annual meeting this year in Portland, in the month of November. Over 200 teachers were present, representing nearly every part of the State. The session was one of the most interesting ever held in the State. It was voted to hold the next session in July or August, in the eastern part of the State. The association has no funds. An appropriation of \$500 for this purpose is recommended.

NEW SCHOOL-HOUSES.

One hundred and nineteen new school-houses are reported as having been built last year, at an average cost of about \$1,000 each. The city of Auburn erected eight for rural districts and primary schools, at a cost of \$6,000. Gardiner completed a very neat and convenient high-school edifice, costing \$20,000. Skowhegan, consolidating four village districts into one, still further harmonized school interests by erecting on a lot donated for the purpose an elegant high-school building, at a cost of about \$17,500.

SCHOOL DISTRICTS.

The number of districts and parts of districts remains the same as last year. The better judgment of the "reasoning" portion of our people is decidedly favorable to the reduction of the present multiplicity of school districts, and even to the abolition of the system. The excitement kindled a year ago, by an apprehension of loss of "ancient rights" in the restriction of school-district privileges, has largely given place to consideration of the superior value of the town plan. Lewiston, Auburn, Lisbon, Orono, and a few other towns, have abolished the district system and adopted the municipal form, with the happiest results, and with especial advantage to the outlying rural districts. Such has been the consequence wherever the change has been made—better school-houses, superior teaching, longer schools.

DISTRICT AGENTS.

The district agents are generally co-operating with committees and supervisors in the selection of teachers, in advancing the salaries of the best instructors, in endeavors to secure good rather than long schools, and in promoting the general school interests. The apprehension of "loss of rights," the dread of "autocracy," &c., have yielded to the fact that in this country the people are always masters of the position. It is to be regretted that agents can not all agree that teachers shall be examined by proper authorities prior to an engagement for school service.

TOWN SUPERVISION.

The town committees and supervisors have generally discharged their duties the past year with more discrimination than heretofore. The plan of fixing responsibility upon one set of officials recommends itself to the common sense of educators and to the approbation of the public. There is a tendency to simplify this responsibility still further, by intrusting the inspectory duties entirely to one member of the board, the committee holding within itself the full authority delegated by the people. This tends to unity of purpose and action, and to harmonize results.

CITY SUPERVISION.

In Maine, city supervision has not yet received the attention, consideration, or remuneration that it deserves. Of the fourteen cities, Calais, Bangor, and Lewiston are the only ones with recognized city superintendents. Calais pays a salary of \$500; Bangor \$1,000; and Lewiston \$2,000, and \$150 for horse and carriage. In a few cities one of the committee is empowered to act as superintendent, but with a very small salary. In general it may be said that the inspection of schools in the cities of Maine lacks thoroughness, unity of plan, definite purpose, and comprehensive grasp. These deficiencies are the necessary attendants of poorly-paid services.

COUNTY SUPERVISION.

Among the benefits that have resulted from this agency, new in our State, but well established in other States, are the following: First. An increased interest among the people in regard to public education. Second. Systematic efforts on the part of educators and school-officers. Third. An improvement in the scholarship of teachers and in the quality of their instruction. The institute examinations of the past two years present an advance in scholarship ranging from 10 to 25 per cent. Fourth. More intelligent supervision on the part of town committees. Fifth. A quick appreciation and promotion

of those who are likely to prove our best teachers. Sixth. Increasing indirectly the average attendance of scholars. Three years ago it was 42 per cent. of the census number; the past year it was 50 per cent. Seventh. Raising the compensation of teachers. Eighth. Furnishing the State with a number of competent institute instructors. Three years ago there was not a man in the State who had sufficient experience and confidence to take the conductorship and instruction of a five days' institute. During the past year the institutes have been managed chiefly by the county supervisors. Ninth. The whole board of supervisors, from their close contact with the schools, constitute a practical and efficient board of education to confer with the legislative "committee on education," to suggest modifications of the school-laws, and to aid in the understanding of the same by the people, and in their acceptance. Tenth. In elevating and sustaining public sentiment, in a higher educational tone, and, in general, quickening the whole body-politic to the mighty necessity of universal intelligence in a republican form of government. The repeal of the act by which county supervision was established is greatly to be regretted. The results desired and anticipated from this agency were in a fair way to be reached; were already largely attained, and would have been more widely appreciated if the agency had been longer continued with such modifications as time and experience might dictate. The annual cost of county supervision was \$16,000. This was assessed upon the entire valuation of the State—\$225,000,000. If but a tithe of the benefits claimed above as accruing from county supervision was realized, the investment was richly remunerative. It is to be hoped that this agency will be revived in some form acceptable both to educators and to the community.

FREE HIGH SCHOOLS.

In the report of last year the fact was presented that the academy system in this State, as in others, was in its decadence; that towns were asking for aid to establish high schools in place of academies; and that it was desirable to meet these applications on the basis of some general rule or principle. The plan then recommended has been presented to a number of towns during the past year, and it seems to be generally acceptable. This affords superior education at the expense of the town and of the State.

ACADEMIES.

In accordance with act of legislature (1871) inquiries have been addressed from the superintendent's office to the several chartered literary institutions in the State, in order to ascertain their present condition and prospects for educational work, and consequent claims on the State for substantial aid. Returns have been received from 37 institutions. The total number of such institutions is 67. An examination of these returns discloses the fact that, while a few of the highest seminaries, fostered by denominational sympathy and aid, have developed to a vigorous and healthy existence, the great majority are in a feeble and precarious condition. Their resources are insufficient for the support of the schools, and their constant application to the State legislature for aid is a confession that they are unable to stand alone. The discontinuance of any further appropriation for these institutions is advised, and it is recommended that the academy system be absorbed or displaced by a general system of free town high schools.

MADAWASKA SCHOOLS.

The moneys appropriated to this territory seem to have been properly distributed by the agent, the towns and plantations have generally complied with the terms required, the number of schools has been more than doubled, two flourishing high schools for the education of teachers and for advanced pupils have been well sustained, while the people are not only grateful for the gratuities of the State, but express themselves as determined to do all in their power to reap the highest educational advantage from them. An appropriation of \$1,300 is recommended for this district; \$1,000 as a proper appropriation, and \$300 to reimburse the people for an equal sum of which they were unjustly deprived last year.

PORTLAND.

CONDITION OF SCHOOLS.

The school committee of this city announce that the condition of the public schools is, in the main, prosperous, and not inferior to that of any past period of their history. They acknowledge the earnest efforts which many of the teachers have made to elevate the standard of scholarship, and to render their instruction more efficient and practical. The teachers, as a body, take high rank in intelligence and culture, and many of them manifest an enthusiasm for their work which is an earnest of future success.

METHODS OF PRIMARY TEACHING.

The primary schools have always been the refuge of incompetent teachers. In no department of public instruction has there been such an advance in the theory and practice of teaching within the last twenty years as in the lower primary grades.

Object-teaching has been introduced into the primary departments. Reading is taught by the word-method, resulting, according to the principal of what is considered the best school, in a gain in time of at least 40 per cent. Spelling is taught by the sounds instead of the names of the letters. Oral instruction is followed to a great extent, and text-books are postponed till a later period. All these improvements in methods of teaching mark a new era in popular education, and demand a higher grade of talent in primary-school teachers.

SCHOOL ACCOMMODATIONS.

Prominent among the questions deserving attention is the necessity of improved school accommodations. The condition of many of the school-houses is unfavorable to the health of pupils, and their internal arrangement is ill-adapted to the wants of the schools. The means of heating and ventilation are radically defective, and some remedy for these and other evils is imperatively demanded. A new school-house is also needed in the upper portion of the city.

SUPERVISION.

A great want of the schools is more constant and intelligent supervision, which would be best secured by the employment of a competent city superintendent; but as this meets with disapprobation, an approximate result might be attained by uniting several schools in one building, under the control of a head-master and as many assistant teachers as are necessary.

POPULARITY OF PUBLIC SCHOOLS.

The liberal policy pursued toward the public schools of the city has been justified by the high esteem in which they are held by all classes of citizens. They have not been regarded as schools for the poor alone, but as schools for the education of all the youth, which should be maintained at any sacrifice. It is believed that whatever money is needed for their proper sustenance will be freely given.

BRANCHES OF STUDY.

Drawing has been taught the past year in the primary and grammar schools by the regular teachers. The progress thus far made is encouraging, and the committee have given it a place among the required school exercises.

A special writing-master is employed to give lessons in each grade of schools twice a week. Marked improvement has attended such instruction.

Vocal music has been neglected, but the employment of a competent teacher in this branch is recommended.

TRUANCY.

Among the symptoms of prosperity is the marked decrease of truancy within the last two years, which is mainly due to the efficiency of the truant officer, whose judicious course has yielded the most gratifying results.

THE HIGH SCHOOL.

The per cent. of graduates of the high school is very large, averaging more than 43 per cent. of those who have entered for the last four years. The course of study is practical and liberal, making ample provision for those who are preparing for college courses, and yet not neglecting to furnish a thorough education to those who will enter directly upon active duty. A special teacher of recognized ability gives lessons in French four times a week to the first class. It is hoped that this will pave the way for special instruction in Spanish and German at no distant day.

NORMAL CLASS TRAINING.

Public opinion demands that the graduates of the high school should receive employment in the schools, and the interests of the latter require that proper facilities should be afforded these graduates to prepare themselves for their duties. The estab-

ishment of a training class for teachers should no longer be delayed. The plan suggested is that a graduate of a normal school, who is acquainted with the most approved methods of primary education and school-work, should be employed at a salary of \$500 to \$1,000. The first year she shall devote two-thirds of her time to work in the different primary schools, with the regular teacher and pupils, taking charge of the classes so far as necessary to illustrate her methods. She would also meet once or twice a week a class of such graduates of the high school as contemplate teaching, with any of the regular teachers who might attend, for purposes of practical instruction in school work. Members of the class should have the privilege of accompanying her to the public schools to observe her methods, and teach classes under her direction. They would also fill vacancies in the schools, to test their capacity. It is believed that this plan, with the details properly arranged, would secure to graduates the advantages of a normal school.

NORMAL SCHOOLS.

Maine has two normal schools; one at Farmington, the other at Castine. In these the State has invested \$14,325 only. In Castine, after June, 1872, the normal school will have no shelter unless the town offers its high-school building. The legislature of 1870 did indeed appropriate \$5,000 "for the purchase or erection of a suitable school building for the Eastern Normal School," but not a dollar has yet been expended toward either purchase or erection. The school-grounds at Farmington never have been inclosed. No apparatus of any kind has ever been placed in either school by the State. The teachers receive moderate salaries, and often the number is insufficient to perform the necessary duties. At least \$50,000 are needed for each school.

FARMINGTON NORMAL SCHOOL.

At the close of the year a class of 19 was graduated, all of whom, with two exceptions, have taught or are now teaching in the State. The model school, as now organized, includes within its range the work of the first three years of school-life. The organization of such a model school as is found in connection with the normal schools of the West would add greatly to the efficiency of our work. We are obliged at present to restrict the privileges of the model school mainly to the graduating class. And yet of the 700 pupils who have been connected with the school, not more than one in six has graduated.

The demand upon us for teachers is far in advance of our ability to supply. The result of the most careful inquiry shows that in the history of our graduates success is the rule, failure the rare exception. One superintendent writes: "Your teachers have revolutionized our primary schools." The Farmington Normal School loses nothing when judged by the work of its pupils.

EASTERN STATE NORMAL SCHOOL.

The number of different pupils who have attended the school during the four years that it has been in operation is 400, an average of 100 a year. Three classes have been graduated, numbering in all 54 members. Nearly all belonging to these classes have since taught, and, with but few exceptions, their success has been excellent. The attendance during the past year was 324. From the proceeds of a course of lyceum lectures given last winter, fifty dollars' worth of books have been added to the library. The past year has been one of healthy growth and prosperity. During the spring term our accommodations were taxed to the utmost to make room for the large number of pupils. As soon as the new building is completed, it is proposed to have a model school, though the excellent schools of Castine have answered, to some extent, the need. The governor and council have manifested a deep interest in the success of this school, and their presence, support, and advice have added greatly to its interest and prosperity.

COLBY UNIVERSITY.

At the close of the anniversary exercises of the university, the president, Rev. Dr. Champlin, tendered his resignation, to take effect in six months. Dr. Champlin has been connected with the university 31 years; 16 years as professor and 15 years as president. In his closing address he said that when he became president, 15 years ago, there were \$10,000 or \$15,000 in the treasury; now there is a permanent fund of over \$200,000, besides property given by the State, valued at \$50,000. Fifteen years ago, the buildings were worth about \$17,000; to-day they are valued at over \$100,000, and they are all paid for.

The university announces its intention of opening all its courses of study to ladies on the same terms as to young men.

MAINE STATE COLLEGE OF AGRICULTURE AND THE MECHANIC ARTS.

The college has a pleasant and healthful location, intermediate between the villages of Orono and Upper Stillwater, and about nine miles from the city of Bangor. The college farm contains 370 acres of land, of great diversity of soil, and therefore well adapted for the experimental purposes of the institution. White Hall, the building first erected, contains 18 rooms, and the new hall 48. The boarding-house connected with the college is now open to students. In the new building desirable accommodations are furnished for 125 students.

Four full courses of study are provided, viz: agriculture, civil engineering, mechanical engineering, and an elective course. The studies of the several courses are essentially the same for the first two years. Thorough instruction is given in military science. Students are required to labor a certain portion of each day, not exceeding three hours, for five days in the week. Compensation is at the rate of 30 cents for three hours' labor. The collection of minerals has recently been greatly enriched by a donation from the Smithsonian Institution. Contributions to the library and cabinet are solicited.

BATES COLLEGE.

This college has been in existence nine years, and is named after Benjamin Edward Bates, esq., of Boston, Massachusetts. In 1870 a theological department was established. This is in charge of a special faculty appointed by the college corporation. There are ten State scholarships in the hands of the governor. In bestowing them preference will be given to the children of deceased Union soldiers.

Nine schools and academies in different States act as preparatory schools for this college. The principal of these, the Nichols Latin School, is located at Lewiston, in the immediate neighborhood of Bates College, and its students have the privilege of attending the lectures and other college exercises. Fourteen graduates of the Latin school have been admitted to the freshman class of the college.

THEOLOGICAL SEMINARY.

This is open to all denominations. Indigent students are aided to the extent of \$100 a year. The number of alumni is 500.

WATERVILLE CLASSICAL INSTITUTE.

This institution is under the general direction of the trustees and faculty of Colby University. Its object is to furnish a college preparatory course, of great thoroughness and completeness, for young men, and a collegiate course of four years for young ladies. There is also an introductory course, preparatory for these courses. Ladies completing the course receive all the honors and degrees granted by female colleges.

STATE REFORM SCHOOL.

The eighteenth annual report states that the number of inmates is smaller than usual, the commitments for the year not having been sufficient to make good the places of those who have been discharged or allowed to go out on trial. The new commitments were 59, a falling off from the preceding year of 6, but quite up to the average of previous years. Nearly half of the whole number of commitments for the year were from Portland. There are reasons for believing that the statutory provision, requiring cities and towns, in certain specified cases, to contribute \$1 per week toward the support of boys committed to the school, has had the effect of diminishing the number of commitments, especially from the country. Efforts to procure the discharge of boys drawing the weekly dollar are often made and persistently pressed, and the revenue from this source is annually diminishing. In the early days of the school there was no such provision, and its wisdom and propriety have always been doubted by the friends of reformatory institutions.

Much has been accomplished in the school during the year; the discipline in each department was unexceptionable, and a most excellent work has been done. No complaint of insubordination has been made against the boys from any quarter. The whole number of inmates during the year 1871 was 223, all of whom were under instruction in the schools. The number remaining December 1, 1871, was 134. Of the 59 committed during the year, 44 were natives of Maine. Average age on commitment, 13 to 14. Boys are now sentenced during the term of minority. The whole number received since the opening of the institution is 1,281.

The superintendent calls the attention of the trustees to the grade or family plan, which has been so successfully adopted in some of the reform schools in other States, and suggests its adoption in the Maine school.

MAINE EDUCATIONAL ASSOCIATION.

The sixth annual meeting of the Maine Educational Association was held at Bangor, October 22, 23, and 24; president, Thomas Tash, esq., superintendent of schools of Lewiston. The welcoming address was made by Mayor Wheelwright. Hon. Theo. S. Rand, chief superintendent of schools in New Brunswick, spoke on the "Systematic elevation of teaching;" Rev. Dr. Allen, president of the State college at Orono, on "Claims of industrial education," and Rev. H. F. Harrington, of New Bedford, Massachusetts, on "The principles which should inspire the teacher."

Mr. Rand advocated the application of thorough tests for ascertaining the qualifications of teachers; that sufficient salaries should be paid to induce those who are well qualified to make teaching a life-work; the furnishing of a fund by the State to provide for those worn out in the service.

Mr. Rand also gave an account of the method of supporting schools in New Brunswick. Money is raised from three sources—the province, the counties, and districts, the latter being for current expenses. That raised by counties is compulsory, and raised by an equal rate *per capita*. The school year begins the 1st of November, and is divided into two terms, suited to the climate of the province. There is a vacation during the first term of eight days in towns and ten in cities; the vacation of the second term is from three to five weeks. The board of education examine, license, and classify teachers. In each county there is a grammar or classical school, free to all who can pass the examination.

Rev. Samuel Dike, of Bath, read a paper on "Teaching illustrated by language or grammar," and Mrs. Abba G. Woolson, of Boston, read one on "Departmental instruction in graded schools," both of which were the subjects of discussion.

Discussions were had upon a variety of practical topics, in which there was a very lively interest manifested. The question of "Town system vs. district system," was opened by Mr. C. B. Stetson, of Lewiston, and participated in by Messrs. Dike, of Bath, Lambert, of Lewiston, Stone, of Portland, Woodbury, of Farmington, and others, almost all of whom advocated strongly the town system.

"The educational needs of Maine" was a subject that was also fully discussed by Mr. C. H. Ferrald, of Orono, Mr. Dingly, of Lewiston, Mr. Fletcher, of Castine, Mr. Barrell, of Lewiston, and others. "Free text-books for free schools" and the "Principles which should determine the character of text-books" were subjects that called out quite a discussion, and the results of the use of free text-books in Lewiston were stated by Mr. Tash, the president. Mr. Dike explained the method of their use, the books being in the care of the teachers, and the property of the town or city. The teacher is held responsible for their careful use, and he in turn holds the pupil responsible, and if a book is lost or destroyed he must replace it. The books throughout the schools where this practice has been adopted look far better than when furnished by the scholars.

"The demand for free high schools" was introduced by Mr. A. P. Stone, of the Portland high school, who said that the testimony of towns where such schools are maintained is invariably to the effect that the results are above those arising from academies and private schools.

Officers elected: President, C. B. Stetson, of Lewiston; vice-president, G. T. Fletcher, of Castine; secretary and treasurer, R. Woodbury, of Farmington. The attendance upon the meetings was good and the influence excellent, the exercises being interesting and profitable. The forenoon of Wednesday was spent in an excursion to the State college at Orono, on the invitation of President Allen.

REV. T. C. UPHAM.—OBITUARY.

Rev. Thomas Coggswell Upham, D. D., LL. D., forty-three years professor in Bowdoin College, died of paralysis in New York City, April 2, 1872. He was born in Deerfield, New Hampshire, January 20, 1799; a pupil of Jared Sparks; graduated at Dartmouth College in 1818; at theological seminary at Andover, Massachusetts, 1821; remained two years at the seminary as assistant instructor in sacred literature; ordained pastor Congregational church, Rochester, New Hampshire, 1823; elected professor of moral philosophy and metaphysics in Bowdoin College, 1824; resigned, 1867; resided at Kennebunkport, continuing the use of his pen; spent the last winter in New York City, publishing his last work, "Christ in the Soul;" stricken with paralysis March 10, after which his only distinct utterance was, "My soul is with God."

Dr. Upham published, in the course of his life, not less than twenty volumes; and from first to last wrote for the periodical press articles of great interest and value. His translation of John's Biblical Archæology was published in 1823; Mental Philosophy, 2 vols., 1831, and soon after a third volume on the will; then followed in rapid succession, Ratio Disciplinæ, Manual of Peace, and several works on religious experience and life.

Though, for reasons more satisfactory to himself than to others, he felt constrained

to avoid public speaking, he had great influence with individuals, great energy and persistence in private efforts for the welfare of the college, the church, and the community. In one crisis, if not more, the chartered rights of the college were secured by his sole intervention; and when in town-meeting the question was decided against liquor license, the result was spoken of as "Upham's victory."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Maine was the twenty-third State in population, having 626,915 inhabitants within an area of 35,000 square miles—an average of 17.91 persons to the square mile. This population consisted of 624,809 white, 1,606 colored, 1 Chinese, and 499 Indians. Of these 578,034 were natives of the United States, and 48,881 foreign-born. Of the native residents of the State 549,650 whites, 951 colored, and 29 Indians were born within its borders; while of the foreign residents, 508 were born in Germany, 3,650 in England, and 15,745 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 155,140 persons attended school, and of these 3,034 were foreign-born. The white male scholars numbered 80,630, and the white female scholars 74,314—an aggregate of 154,944 whites. The colored pupils numbered 186, of whom 109 were males and 77 females. Ten Indian pupils were reported.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 19,052, of whom 11,066 were foreign-born.

Age, sex, and race of illiterates.—Of the 18,874 white illiterates, 3,150 were from 10 to 15 years of age, and of these 1,782 were males and 1,368 females; 2,433 were from 15 to 21 years old, of whom 1,247 were males and 1,186 females; 13,291 were 21 years old and over, of whom 6,516 were males and 6,775 females. Of the 173 colored illiterates, 16 were from 10 to 15 years old, of whom 13 were males and 3 females; 31 were from 15 to 21 years old, of whom 17 were males and 14 females; 126 were 21 years old and over, of whom 69 were males and 57 females. Two male and 3 female Indians were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 4,723, having 6,986 teachers, of whom 2,430 were males and 4,556 females, to educate their 162,636 pupils, of whom 77,992 were males and 84,644 females.

Amount and source of educational income.—The total income of all the educational institutions was \$1,106,203, of which \$98,626 were derived from endowment, \$841,524 from taxation and public funds, and \$166,053 from tuition and other sources.

Public schools.—The 4,565 public schools, with their 6,625 teachers, of whom 2,261 were males and 4,364 females, were attended by 152,765 pupils, of whom 73,393 were males and 79,372 females. To educate these they possessed a total income of \$843,435, of which \$4,116 were derived from endowment, \$809,941 from taxation and public funds, and \$29,378 from tuition and other sources.

Colleges.—The 4 colleges, with their 27 teachers, (26 male and 1 female,) were attended by 296 students, of whom 295 were males and 1 female. To educate these they possessed a total income of \$58,865, of which \$23,226 were derived from endowment, \$24,000 from taxation and public funds, and \$11,639 from tuition and other sources.

Academies.—The 44 academies, with their 158 teachers, (76 male and 82 female,) had an attendance of 4,621 pupils, 2,445 males and 2,176 females, for the education of whom they possessed a total income of \$89,659, of which \$41,784 were derived from endowment, \$7,033 from taxation and public funds, and \$40,842 from tuition and other sources.

Private schools.—The 87 day and boarding schools had 117 teachers, of whom 34 were males and 83 females. They were attended by 3,245 pupils, 1,310 of whom were males and 1,935 females. These schools possessed an income of \$35,594, derived from tuition and other sources.

Libraries.—There were reported 1,462 public libraries, containing 533,547 volumes; also 1,872 private libraries, having 450,963 volumes—a total of 3,334 libraries, containing 984,510 volumes.

The press.—The 65 periodicals issued had an aggregate circulation of 170,690 copies, with an annual aggregate issue of 9,867,680.

Churches.—Of the 1,328 church organizations, 1,104 had edifices, with 376,738 sittings, and the church property was valued at \$5,200,853.

Pauperism.—Three thousand six hundred and thirty-one paupers were reported, of whom 3,143 were native whites, 39 native colored, and 443 foreigners.

Crime.—Of 371 persons imprisoned June 1, 1870, 255 were native whites, 6 native colored, and 110 foreigners; 431 persons were convicted during the year.

Age and sex of population.—Of the total population, 175,588 persons were from 5 to 18 years old—89,233 males and 86,355 females; 493,847 were 10 years old and upward, and of these 245,704 were males and 248,143 females.

Occupations.—Two hundred and eight thousand two hundred and twenty-five persons of these ages were engaged in various occupations, of whom 179,784 were males and

28,441 females; 82,011 were engaged in agricultural pursuits, of whom 81,956 were males and 55 females; 36,092 in personal and professional services, of whom 20,683 were males and 15,409 females; 28,115 in trade and transportation, of whom 27,880 were males and 235 females; 62,007 in manufactures and mechanical and mining industries, of whom 49,265 were males and 12,742 females.

Age and sex of working population.—Of these 208,225 employed persons, 6,354 were from 10 to 15 years old, of whom 4,319 were males and 2,035 females; 182,320 were from 16 to 59 years old, of whom 156,714 were males and 25,606 females; 19,551 were 60 years old and over, of whom 18,751 were males and 800 females.

MARYLAND.

[From report of M. A. Newell, president of the board of State school commissioners, for the scholastic year ended September 30, 1871.]

SCHOOL FUND.

Received from State school tax	\$290,575 05
Received from free-school fund	49,805 74
Received from county tax	302,640 80
Received from State donations	11,800 00
Received from books	42,925 68
Received from loans	42,454 78
Received from other sources	22,993 22
Balance on hand	19,725 22
Total receipts for 1871	782,920 49

FINANCIAL STATEMENT.*

Paid for teachers' salaries	\$510,155 06
Paid for building, repairing, &c	75,015 32
Paid for books and stationery	55,719 42
Paid for supervision and office expenses	34,219 60
Paid for incidental expenses of schools	33,695 10
Paid for interest	6,322 50
Paid for miscellaneous expenses	7,373 29
Paid for colored schools	4,611 40
Total expenditure	727,111 69

DECREASE OF EXPENSES.

A decrease is shown in the items of building, repairs and furniture, books and stationery, supervision and office expenses, incidentals, and miscellaneous, amounting in all to \$40,402.59; and an increase in the items of teachers' salaries, interest, and colored schools, amounting to \$39,445.73, showing a net decrease in the running expenses of \$946.86.

The decrease in building expenses is no evidence that the counties are now nearly all supplied with good school-houses; it merely indicates that the available funds are exhausted. It would be more satisfactory if the money that was actually needed could be had regularly year by year. The increased expenditure for interest is an unfavorable symptom. In part it is the result of bad financiering; in part it is in consequence of the circumstances in which the school commissioners are placed, being obliged by law to keep the schools open for a certain number of months in the year, and not being able to control sufficient funds for the purpose without the consent of the county commissioners.

SCHOOL STATISTICS.

Scholastic population between 5 and 20 years	276,120
Total enrollment for 1871	80,829
Increase over last year	3,375
Highest number enrolled in one term of 1871	64,169
Increase over last year	1,389
Average number enrolled in 1871	57,588
Increase over last year	1,273
Average attendance	36,949
Increase over last year	154
Number of schools	1,390
Increase over last year	30
Number of months schools were open	9 ¹ / ₂
Number of teachers—male, 967; females, 724	1,691
Increase over last year	27

* Not including Baltimore City.

The slight apparent increase in average daily attendance shows an actual decrease for the year in proportion to the numbers enrolled. In order to keep up the same rate as last year the increase should have been over 1,000. Eight counties report a diminished daily attendance. We have one suggestion to make on this head, namely, that a part, say one-half, of the salary of the teachers should be made to depend on the average daily attendance of the scholars. This has been suggested by the fact that where a fixed salary has been substituted for the "sliding scale" in the payment of teachers the attendance has fallen off.

NUMBER OF PUPILS IN DIFFERENT BRANCHES.

Spelling	59,541
Reading	53,368
Writing	46,323
Arithmetic	41,621
Geography	25,832
English grammar	15,260
History	8,959
Book-keeping	825
Algebra	1,181
Natural philosophy	1,717

SCHOOL LAW.

At the annual meeting of the association of school commissioners, eighteen counties were represented. Great unanimity of sentiment prevailed, and the general opinion was that the present school law, with a very few amendments, could be made entirely adequate to the present wants of the people. The changes asked for are as follows: A county tax of 15 cents on the hundred dollars, instead of 10 cents as at present allowed; the appointment of teachers to be given to the county boards of school commissioners, instead of the local boards as at present; some further provision for the education of colored children; the building of a suitable house for the State normal school; the transfer of the academic donations to the several boards of county school commissioners, for the purpose of establishing and maintaining a high school in each county.

TEACHERS' INSTITUTES.

The principal of the State normal school has held during the year teachers' institutes in nine counties, all well attended but one.

COLORED SCHOOLS.

The law requires that all the taxes paid for school purposes by the colored people of any county shall be used for maintaining schools for colored children. But this amount is so small as to be practically worthless. The law also authorizes the boards of county school commissioners to appropriate such additional sums as they may deem proper for this purpose. But the boards have no surplus revenue. All their funds are needed (and more are urgently demanded) for the support of the white schools. Consequently the "additional appropriations" have been very small. The total amount reported for the year is only \$4,611.40. This amounts to but little more than nine cents a head for the colored school population. Baltimore City is excluded from this calculation, having fully organized a system of colored schools, and having appropriated for their support during the year \$30,000. The State school tax is distributed to the several counties in proportion to the population, white and colored, between the ages of 5 and 20; thus all the counties receive from this source \$1.52 a year for every colored person between the specified ages, a sum which, if it could be spared, would be sufficient for the current expenses of such elementary schools as would be necessary at first.

BALTIMORE.

CONDITION OF PUBLIC SCHOOLS.

The board of commissioners state that the schools under their charge have never presented a more prosperous condition. Throughout the whole system, from the lowest grade to the highest, the most marked improvement has been observable. The general attendance of pupils has been most excellent, and the increase in their number will compare favorably with that of previous years.

SCHOOL ACCOMMODATIONS.

New school-houses have been erected and occupied, old ones have been romodeled, and desirable improvements have been effected. There remains, however, much to be done in this direction. Many of the school-buildings are so overcrowded as to interfere with the proper instruction of the teachers, and to operate most perniciously upon the health of the children. This is a serious evil, and should be remedied as speedily as possible.

SCHOOL COMMISSIONERS.

The frequent changes in the representation of the board of commissioners is a matter of serious moment. To secure and retain the services of the ablest friends of the school system, for the longest time they may be willing to serve, should be the object most desired.

COMPULSORY EDUCATION.

The subject of compulsory education is one which should receive profound attention in the very near future. As a matter of wise economy, aside from the moral effects secured, it would be better to incur the expense of educating all the children of the community, with the hope of making them useful citizens, rather than subsequently to be taxed for their maintenance in almshouses and punitive institutions, whither ignorance will lead them.

PHYSICAL EDUCATION.

This subject is of deep importance, as affecting the future welfare of the children. While engaged in developing the intellectual faculties and cultivating the mind, the training of the body is neglected. Some simple system of exercise during recess, in which all could participate, would be a great improvement upon the present method.

DRAWING AND MUSIC.

Drawing has been taught in the public schools, but very irregularly. It is suggested that the young ladies of the high school who have shown real proficiency in the art be employed as teachers.

The progress of classes in music has been very satisfactory. Even in the primary schools, singing by note is entirely successful, proving that it is better to commence with the elementary part of music in this department than to defer it until a later period.

FEMALE HIGH SCHOOLS.

The results these schools have attained have been most gratifying to all who have an interest in the cause of public instruction. It is asserted that the graduates will compare favorably, in thoroughness of knowledge of the subjects taught, with those of any similar schools in the country. At the last commencements the largest classes in the history of these institutions were graduated.

COLORED SCHOOLS.

In this department the desired success has not been attained, though there has been a small comparative increase of attendance. It is urged that suitable buildings be erected, in different parts of the city, where the course of instruction may be extended so as to include all studies of the grammar school for the more advanced pupils. The erection of six buildings would secure all the benefits of education to this class of citizens.

SUPERINTENDENT OF INSTRUCTION.

The duties of this office have increased so greatly that it is impossible for him to perform the multiplied tasks imposed upon him, though devoting his whole time to the service of schools. The appointment of an assistant is imperatively required.

BALTIMORE CITY COLLEGE.

The college building still remains, "as a crumbling monument of withered hopes and blasted expectations." In connection with the subject of establishing the college in a suitable building, which is urgently needed, there arises the consideration of enlarging the sphere of its usefulness and elevating the course of studies, so that it shall be placed upon an equal footing with a first-class collegiate institution.

HOWARD NORMAL SCHOOL.

In any systematic effort that may be made for the general education of the colored population, the Howard Normal School must play an important part. It seems necessary that the teachers of the colored people, in the rural districts of Maryland, should be of the same race. It is therefore fortunate that an institution like this is in existence. The building is spacious and comfortable. Each of the pupils pays from ten to fifteen dollars per year for tuition. The school is arranged in three departments: normal, grammar, and model. This institution is mainly supported by private subscription, the fees received from pupils being quite inadequate to sustain it.

STATE NORMAL SCHOOL.

This institution has kept up its numbers and its reputation during the year. Eleven students graduated in May, and are teaching with great success. The number of graduates and under-graduates at present teaching in the State is not less than 200. Two model-schools, one for boys and the other for girls, are connected with the normal school.

INSTITUTION FOR THE DEAF AND DUMB.

The pupils of this school are divided into six classes, properly graded, each under the charge of a separate teacher. Articulation and lip-reading are taught to about twenty-five pupils, selected from the different classes. It is proposed to extend the course of study so as to include the higher mathematics, book-keeping, and languages.

MARYLAND INSTITUTION FOR THE INSTRUCTION OF THE BLIND.

Blind persons of good moral character, between the ages of 9 and 18, are admitted to this institution on the payment of \$300 per annum, which pays all expenses except clothing. If parents can not pay this amount the child may be educated at the expense of the State, by consent of the governor. Of the entire number of pupils under instruction for the year 1869, (the date of the latest accessible information,) all but two were free pupils.

MANUAL-LABOR SCHOOL.

This school has been established for 28 years. It is situated between the Washington and Frederick turnpikes, and has attached to it a farm of 140 acres. It is supported by annual subscriptions from regular patrons of the institution, aided by State and city appropriations. There were in attendance during the year 60 boys, from 8 to 19 years of age, most of them orphans. The annual cost *per capita* is about \$105. When the pupils have received a respectable rudimentary education, they are apprenticed either to farmers or mechanics within the State of Maryland.

HOUSE OF REFUGE.

This is at once a benevolent, a reformatory, and an educational institution. It gives employment and instruction to 310 boys and 16 girls, most of whom, but for this "refuge," would have been either outcasts or criminals. It is to be hoped that the movement now on foot for the establishment of a similar "refuge" for colored youth will meet with success.

COLLEGES.

The reports from the several colleges are abundantly satisfactory. Saint John's and the Agricultural College, owing to the large preponderance of students on State scholarships, may almost be considered as free colleges. The continuance of State support to these institutions is claimed not as a boon to higher education, but distinctly on the ground that it is necessary for the solution of the problem of primary education. Collegiate education, under the auspices and at the expense of the State, is the surest guarantee of ample facilities for the elementary education of every child in the State.

MARYLAND AGRICULTURAL COLLEGE.

There are three vacant professorships, which, when filled, will make the number of the faculty twelve. A well-stocked and well-worked farm of 300 acres affords opportunity for instruction in the theory and practice of agriculture. Sixty students—twelve from each congressional district—are received free of charge for tuition and use of books. The military course consists of stated drills and of lectures on tactics. The trustees have in contemplation the establishment of telegraphic communication between the college and the cities of Baltimore and Washington, as a convenience for the dispatch of business, as well as an important educational agency.

ROCK HILL COLLEGE.

This institution, conducted by the Brothers of the Christian Schools, was incorporated as a college in 1865. In the collegiate department there are three courses—the commercial, the scientific, and the classical. A preparatory department is provided for those students not sufficiently qualified to pursue any of the collegiate courses.

SAINT JOSEPH'S CLASSICAL AND COMMERCIAL ACADEMY.

This a preparatory school for Rock Hill College; and is also conducted by the Christian Brothers. Connected with it is a commercial department, in which the German language is made a specialty.

WESTERN MARYLAND COLLEGE.

This institution, for ladies and gentlemen, is under the special patronage of the Maryland conference of the Methodist Protestant Church, but nothing sectarian is introduced into the course of study. A preparatory department is connected with the college.

BALTIMORE FEMALE COLLEGE.

This college was endowed by the legislature in 1360. The painting gallery contains 130 fine copies for those taking lessons in painting and drawing. By the terms of the endowment, free scholarships are established, upon which one pupil from each county in the State is educated without charge for tuition or books. For such as desire to qualify themselves for the work of teaching, a normal class is established. Of 210 college graduates, 82 have become teachers. Resident pupils receive instruction in housekeeping and sewing.

BROOKVILLE ACADEMY.

The object of this school is not only to prepare pupils for college, but also for business life. With this view, particular attention is paid to practical arithmetic and book-keeping.

FREDERICK FEMALE COLLEGE.

When the State legislature granted the charter to this college, it also gave authority to raise \$50,000 to purchase grounds and erect buildings. This money has been raised and appropriated in accordance with the provisions of the charter.

UNIVERSITY OF MARYLAND—SCHOOL OF MEDICINE.

The school of medicine in the University of Maryland completed its sixty-fourth session in March, 1872. The university is a southern institution, dependent for patronage chiefly upon the South. All the members of the faculty belong to Maryland, Virginia, North and South Carolina; and during the last session there were students from every State, with a single exception, from Delaware to Texas. In the plan of instruction adopted by this institution, clinical teaching constitutes a most important feature. The contiguity of the general hospital to the college buildings affords great facilities.

WASHINGTON UNIVERSITY—SCHOOL OF MEDICINE.

This institution has been organized since the war. Its great prosperity is due, in part, to the liberal policy and generous support of the State legislature. A limited number of beneficiary students is received.

MARYLAND COLLEGE OF PHARMACY.

The officers of the college are authorized and empowered to confer, in the name of the college and under such regulations as may be established, the degree of doctor in pharmacy, and such other degrees and orders of merit as may conduce to the advancement of the science of pharmacy. The by-laws provide that an educational standard shall be established, applicable to all persons proposing to qualify themselves as pharmacists by becoming students in this college; also, that no diploma shall be recognized that is not based upon four years' practical service with some reputable pharmacist.

COLLEGE OF DENTAL SURGERY.

This is the oldest dental college in the world. Since its organization 664 students have received the degree of "doctor of dental surgery." The majority of the eminent

practitioners of dentistry in Europe are graduates of this college, and its diploma is recognized in all civilized countries as a testimonial of proficiency in the science of dentistry. A new chair of "clinical dentistry" has recently been added. All available means are used to secure a complete course of instruction in the practice as well as in the theory of dentistry.

BALTIMORE ORPHAN ASYLUM.

This institution makes its seventy-fourth annual report. During the year 18 children have been received, and 14 have left the asylum. The number at present is 93. The asylum is not supported by any denomination, and its doors are open to all. The object in binding children out is to find them good homes in the country, where they may have religious training while being instructed in domestic economy. Cost of supporting the asylum for the year, \$6,418.97.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Maryland was the twentieth State in population, having 780,894 inhabitants within an area of 11,124 square miles, an average of 70.20 persons to the square mile. This population consisted of 605,497 whites, 175,391 colored, 2 Chinese, and 4 Indians. Of these 697,482 were natives of the United States and 83,412 were foreign-born. Of the native residents of the State, 462,458 whites, 167,420 colored, and 4 Indians were born within its borders. Of the foreign residents, 47,045 were born in Germany, 4,855 in England, and 23,630 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 105,435 persons attended school, and of these 1,505 were foreign-born. The white male scholars numbered 51,668, and the white female scholars, 46,093, (an aggregate of 97,761 whites.) The colored pupils numbered 7,674, of whom 3,808 were males and 3,866 females.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 135,499, of whom 8,592 were foreign-born.

Age, sex, and race of illiterates.—Of the 46,792 white illiterates, 7,927 were from 10 to 15 years of age, and of these 4,274 were males and 3,653 females; 6,099 were from 15 to 21 years old, of whom 3,022 were males and 3,077 females; 32,766 were 21 years old and over, of whom 13,344 were males and 19,422 females. Of the 88,703 colored illiterates, 13,645 were from 10 to 15 years old, of whom 7,143 were males and 6,502 females; 15,353 were from 15 to 21 years old, of whom 7,075 were males and 8,278 females; 59,705 were 21 years old and over, of whom 27,123 were males and 32,582 females; 1 Chinese and 3 Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,779, having 3,287 teachers, of whom 1,498 were males and 1,789 females, to educate their 107,384 pupils, of whom 55,800 were males and 51,584 females.

Amount and source of educational income.—The total income of all the educational institutions was \$1,998,215, of which \$21,697 were derived from endowment, \$1,134,347 from taxation and public funds, and \$842,171 from tuition and other sources.

Public schools.—The 1,487 public schools, with their 2,150 teachers, of whom 933 were males and 1,217 females, were attended by 83,226 pupils, of whom 42,927 were males and 40,299 females. To educate these they possessed a total income of \$1,146,057, of which \$4,507 were derived from endowment, \$1,039,135 from taxation and public funds, and \$102,415 from tuition and other sources.

Colleges.—The 19 colleges, with their 123 teachers—121 males and 2 females—were attended by 2,154 students, of whom 1,782 were males, and 372 females. To educate these, they possessed a total income of \$260,427, of which \$6,800 were derived from endowment, \$20,200 from taxation and public funds, and \$233,427 from tuition and other sources.

Academies.—The 34 academies, with their 189 teachers—57 male and 132 female—had an attendance of 2,205 pupils—1,009 male and 1,196 female—for the education of whom they possessed a total income of \$246,605, of which \$1,500 were derived from endowment, \$6,105 from taxation and public funds, and \$239,000 from tuition and other sources.

Private schools.—The 153 day and boarding schools had 332 teachers—of whom 106 were males and 226 females. They were attended by 6,072 pupils, 2,600 of whom were males and 3,472 females. These schools possessed a total income of \$172,333, of which \$2,640 were derived from endowment, \$500 from taxation and public funds, and \$169,193 from tuition and other sources.

Libraries.—There were 1,316 public libraries, containing 570,945 volumes; also, 2,037 private libraries, having 1,142,538 volumes; a total of 3,353 libraries, containing 1,713,483 volumes.

The press.—The 88 periodicals issued had an aggregate circulation of 235,450 copies, with an aggregate annual issue of 33,497,778.

Churches.—Of the 1,420 church organizations 1,389 had edifices, with 499,770 sittings, and the church property was valued at \$12,038,650.

Pauperism.—Of the 1,612 paupers, 781 were native whites, 566 native colored, and 265 foreigners.

Crime.—Of 1,035 persons imprisoned June 1, 1870, 304 were native whites, 663 native colored, and 68 foreigners; 868 persons were convicted during the year.

Age and sex of population.—Of the total population, 244,454 persons were from 5 to 18 years old, 122,932 males and 121,522 females; 575,439 were 10 years old and upward, and of these, 281,294 were males and 294,145 females.

Occupations.—Two hundred and fifty-eight thousand five hundred and forty-three persons of these ages were engaged in various occupations, of whom 213,691 were males and 44,852 females; 80,449 were engaged in agricultural pursuits, of whom 79,197 were males and 1,252 females; 79,226 in personal and professional services, of whom 43,278 were males and 35,948 females; 35,542 in trade and transportation, of whom 34,567 were males and 975 females; 63,326 in manufactures, mechanical and mining industries, of whom 56,649 were males and 6,677 females.

Age and sex of working population.—Of these 258,543 employed persons, 15,910 were from 10 to 15 years old, of whom 10,013 were males and 5,897 females; 228,428 were from 16 to 59 years old, of whom 191,169 were males and 37,259 females; 14,205 were 60 years old and over, of whom 12,509 were males and 1,696 females.

SCHOOL OFFICIALS.

M. A. NEWELL, *State superintendent.*

COUNTY EXAMINERS.

Counties.	Examiner.	Post-office.
Alleghany	George G. McKay	Cumberland.
Anne Arundel	William H. Pervell	Annapolis.
Baltimore	Dr. Samuel Kepler	Towson town.
Calvert	Richard Stanforth	Huntingtown.
Caroline	Rev. George F. Beaven	Hillsborough.
Carroll	J. M. Newson	Westminster.
Cecil	Rev. John Squire	Port Deposit.
Charles	George M. Lloyd	Port Tobacco.
Dorchester	Dr. James L. Bryan	Cambridge.
Frederick	John W. Page	Frederick.
Harford	Robert Henry	Abingdon.
Howard	Dr. William H. Hardey	Clarksville.
Kent	Charles G. Ricard	Edeaville.
Montgomery	James Anderson	Rockville.
Prince George's	Dr. M. J. Stone	Aquasco.
Queen Anne's	James W. Thompson	Centreville.
Somerset	Rev. A. C. Heaton	Princess Anne.
Saint Mary's	J. Frank Ford	Leonardtown.
Talbot	Alexander Chaplain	Easton.
Washington	P. A. Whitmer	Hagerstown.
Wicomico	George W. M. Cooper	Salisbury.
Worcester	George W. Covington	Snow Hill.

MASSACHUSETTS.

[From report of the board of education and secretary of the board for 1871.]

SCHOOL FUND.

Amount of fund January 1, 1871	\$2,211,410 77
Received for premium on coin payment of \$500 from the town of Provincetown	54 37
Received for premium on coin payment of \$124,000	13,950 00
Received for premium on coin payment of \$50,000 from State of Massachusetts	6,500 00
Received from treasury board of education as unexpended appropriation for teachers' institutes	1,451 84
Total fund January 1, 1872	2,233,366 98

INCOME FROM SCHOOL FUND, 1871.

Received in interest and dividends	\$177,496 46
One moiety thereof to be distributed to cities and towns	88,748 23
One moiety to educational purposes	88,748 23
Add balance of income for 1870	26,757 23
	115,505 46

FINANCIAL STATEMENT.

Raised by taxes for support of public schools, including only wages, fuel, care of fires and school-rooms	\$3,272,335 33
Increase for the year	147,282 24
Funds appropriated for public schools at the option of the town, as surplus revenue and dog tax	6,240 68
Voluntary contributions to prolong public schools, or to purchase apparatus	12,540 26
Decrease for the year	6,457 64
Local school funds, the income of which can be appropriated only for the support of schools and academies	1,167,173 27
Income of local school funds appropriated for schools and academies	75,808 48
Income of State school fund paid to cities and towns in aid of public schools for the year 1870-'71	107,306 62
Paid for superintendence of schools by school committees and for printing school reports	83,060 96
Salaries paid superintendents of public schools	39,026 50
Aggregate expended on public schools alone, exclusive of repairing and erecting school-houses, and of school-books	3,520,510 35
Increase for the year	215,593 13
Sum raised by taxes, (including income of surplus revenue, &c.) exclusive of taxes for school buildings and superintendence, for the education of each child in the State between 5 and 15 years of age—per child	11.783
Increase for the year	0.234
Percentage of the valuation of 1865 appropriated for public schools, including only wages of teachers, fuel, care of fires and school-rooms,	0.00325
Increase for the year	0.00015
Amount of taxes paid to maintain public schools alone, exclusive of cost of school-books	5,462,852 49
Or for each person in the State between 5 and 15 years of age	19 63
Or for each man, woman, and child in the State	3 75
Or a percentage on the valuation of 1865 of over	5 mills.
Amount paid for popular instruction of youth in the State, including tuition in private schools and academies, and exclusive of what is expended for collegiate and professional education, and for school-books	6,297,010 91
Or for each person between 5 and 15 years of age	22 63
Or for each person of the entire population	4 32
Or a percentage on the valuation of 1865 of over	6 mills.

ATTENDANCE.

Number of cities and towns *	340
Number of persons in the State between 5 and 15 years of age, May 1, 1870.....	278,249
Increase for the year.....	7,197
Total enrollment in public schools during the year	273,661
Average attendance.....	201,750
Increase for the year.....	2,037
Ratio of average attendance to scholastic population.....	.73
Number of children under 5 attending public schools.....	2,714
Decrease for the year.....	180
Number of persons over 15 attending public schools.....	21,973
Decrease for the year	178
Average duration of schools, 8 months and 9 days.	
Increase for the year, 3 days.	

TEACHERS AND TEACHERS' PAY.

Number of male teachers during the year	1,040
Number of female teachers during the year.....	7,186
Total number of teachers in public schools for the year.....	8,235
Decrease of male teachers for the year	9
Increase of female teachers for the year	138
Total increase in number of teachers	129
Average pay of male teachers (including high-school teachers) per month.....	\$76 44
Average wages of female teachers per month	\$31 67

SCHOOLS AND SCHOOL-HOUSES.

Number of public schools.....	5,076
Increase for the year	113
Number of high schools in towns and cities required by law to maintain such schools.....	142
Number of high schools in towns not required by law to maintain them.....	39
Number of evening schools	51
Average attendance of evening schools	3,479
Cost of maintaining evening schools	\$36,760 65
Number of schools in State, charitable, and reformatory institutions.....	20
Number of teachers in such schools.....	30
Number of different pupils.....	1,531
Average attendance	898
Number between 5 and 15	573
Number over 15.....	413
Expense of schools in such institutions.....	\$9,576 40
Number of incorporated academies returned	46
Average number of scholars	2,945
Increase for the year	54
Amount paid for tuition	\$115,136 15
Increase for the year	\$3,268 86
Number of private schools and academies.....	428
Decrease for the year.....	38
Estimated average attendance	12,443
Decrease for the year.....	1,473
Estimated amount of tuition paid.....	\$406,432 85
Decrease for the year	73,248 33
Amount expended in 1870 for erecting school-houses	\$1,712,073 91
Increase for the year	\$258,766 33
Amount expended for repairing school-houses.....	\$346,779 39
Increase for the year	\$31,367 59
Total expended for school-houses, 1870	\$2,058,853 30

SCHOOL FUND.

The income of the fund applicable to educational purposes is absorbed by the present wants of the school system, to which must be added the expenses of the new normal

* All have made returns except Chelsea, and three towns newly incorporated, viz, Ayer, Gay Head, and Maynard.

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school at Worcester. The principal of the fund has reached its maximum. The income, which was for the past year \$177,496.46, will not be greater in future years. The moiety to be divided among the towns is sufficient to give to each child between 5 and 15 years only 32 cents, while the sum raised for educational purposes by taxation averages \$11.78 per child. These 32 cents are now inadequate to afford any substantial relief to the towns, or benefit to the schools, and will, from the present year, be annually diminished as population increases.

Public opinion is unmistakably looking toward the adoption of a far more comprehensive system of means for the better education of teachers and more thorough supervision of the schools. It is seen that in these respects Massachusetts is drifting behind the younger and more vigorous States, and the demand for larger means and a more perfect organization must soon be met. It is therefore recommended by the board of education that a State tax of one-half of one mill be levied with the general State tax, and the net proceeds of said tax, together with the income of the school fund, be expended, three-fourths for the support of public schools, and the remaining one-fourth for other educational purposes. This will give about \$650,000 a year to be distributed among the towns, and \$217,000 a year for other educational purposes.

TEACHERS' INSTITUTES.

Seven institutes have been held during the year; six of them for five days. The one at West Newbury, occurring during the week of the annual election, was continued only three days. In each, twenty-seven teaching exercises were given by day, and five evening lectures. Most of the institutes were marked by an unusually large attendance of earnest, intelligent teachers, and the evening lectures were listened to by crowded audiences. In making preliminary arrangements for the institutes the agents not only visited the towns where they were to be held, but also, when practicable, visited several of the adjoining towns, with especial reference to awakening an interest in the subject, and so secure a better attendance. There were also prepared and sent to the school committees in towns near the place where each institute was to be held circular-letters explaining the object of the institute, and requesting that where the schools were in session, the teachers might be allowed to close them so as to attend the institute. Posters were also prepared to be sent to many towns; each institute was advertised in several papers, and arrangements made with railroad officials, and for the printing of free return tickets. All these preliminary arrangements are in the highest degree essential to the success of the institute.

The total number of teachers and members of school committees present at the different institutes was 908. Some of these were present only for a day or two of the session. The school committees in many towns are unwilling to allow their teachers to close the schools to attend the institute for the whole period of five days, unless they make up the time. It thus not infrequently happens that those teachers who most need the instructions which the institutes give, and who are most desirous of availing themselves of them, are cut off from the privilege. To meet this difficulty, it is recommended that the legislature be requested to pass an act which shall give to school committees the authority to allow the teachers in their employ to close their schools and attend upon any institute held in term time, and in their returns to the board to count the time so spent as actual school time.

All the institutes held during the year were highly satisfactory, judging from the opinions of those in attendance, which, in every instance, were expressed either in resolutions or in some less formal way, accompanied by an invitation to hold another institute as soon and as often as was deemed expedient.

SUPERVISION OF SCHOOLS.

Each system of supervision has its peculiar advantages; but practically that will be the best which most nearly conforms to the habits of the people. Hence the system of supervision by a committee will not very soon be changed in Massachusetts. Moreover the laws of 1854 and 1856, which authorized any city or town to require its school committees to appoint a superintendent, furnish the means of securing the advantages of both systems, that of a larger body for counsel and of a single person for details. The necessity of a thorough supervision has been so far recognized that most of the cities and several of the large towns of the commonwealth employ a superintendent of schools. This agency is "now exerting a more powerful influence than any other instrumentality in perfecting the character and giving efficiency to the schools."

While the benefits of the system are enjoyed by over forty cities and towns, the remaining number do not employ a superintendent. Most of them can not afford the expense, but these very towns are the ones that most need such supervision, for the small towns can not obtain as able and experienced teachers as the wealthier places, and they have fewer persons of literary attainments able to devote their time to these duties.

To such towns is commended the consideration of a recent law which provides that in the case of contiguous towns, where the proper remuneration of a superintendent would be a serious burden on a single town, the towns may unite in the employment of such an officer.

In most cases where a superintendent is employed, the office has become a permanent one, with a respectable salary, and commands the services of men of large experience and eminent ability. In many cases, one member of the school committee who has aptitude for the work and leisure, is intrusted with the entire active duties of the committee, often performing them for small compensation.

WOMEN AS MEMBERS OF SCHOOL COMMITTEES.

A few years since a bill was reported in the house of representatives authorizing the election of women on school committees. It was defeated on the ground that the law was unnecessary, inasmuch as the towns had full power under existing laws. Since then the number of such elections has rapidly increased, and in two towns the schools are entirely under the supervision of women. Their superior tact and sympathy, and the necessary leisure enjoyed by many, are among the reasons sufficient for this movement, which, doubtless, will continue till, "both as members of committees and as superintendents, women will exert an influence alike powerful and beneficent."

SPECIAL AGENTS.

At the last session, the legislature, at the request of the board of education, made an appropriation from the income of the school-fund of a sum not exceeding \$10,000 to be expended for the salaries and expenses of such special agents as the board might employ. The object of this appropriation was twofold: First, to enable the board to secure the services of some competent agent to give aid and direction in the teaching of drawing. The second object was the employment of persons to act as visiting agents within certain districts to be designated, who should perform the services in their respective districts which are performed by the general agents, with the intent that all the towns in the commonwealth should be visited by an authorized agent of the board at least once annually. If this plan meets with the success which is confidently anticipated, it will gradually lead to the establishment of a system of local, county, or district agents. The fact appearing, however, that other appropriations would nearly absorb that portion of the school-fund to which all were charged, only one visiting agent has been employed. The results of his work in the western counties are most encouraging.

With regard to the first-mentioned object for which the appropriation was asked, more has been accomplished. A special agent was appointed by the board in July last, as the director of art-education, and is now engaged in the work of aiding the cities and towns in carrying out the requirements of the law of 1870, relating to the teaching of drawing in the public schools and the establishment of evening schools for the instruction of adult persons in mechanical drawing. His labors thus far have met with gratifying success.

SCHOOL-AGE.

The number of children between 5 and 15 years of age is made the basis for the apportionment of the school-fund, and hence is supposed to define the age for which the people are bound to provide means of education; and there is a disposition in some places to exclude from school all over 15 years of age. The same statute, however, that makes this limitation of age for the apportionment of the school-fund, provides that nothing in the act shall be considered as excluding from the schools persons under 5 or over 15 years of age. The fact that more than one-tenth of the whole number in average attendance upon our schools during the year were over 15 years of age shows that this interpretation of the statute is accepted by the great body of the people.

It is to be regretted that the statute does not prohibit the admission of children under 5 years of age into our public schools, and even make it a penal offense for parents to send them at an earlier age. The fact that nearly 3,000 children under 5 years of age were in attendance upon the public schools of Massachusetts during the year, compelled to breathe the vitiated air of school-rooms and to sit quietly on hard benches for five and often six hours a day, for five days in the week, suggests the necessity of some legal prohibition to remedy an evil so deplorable in its consequences.

COMMON-SCHOOL STUDIES.

How to educate our children and secure the best results, with the greatest economy of time and expense, is the great problem of the day, and demands the best thoughts of all our educators. There is an opinion very prevalent among them that while our

schools are doing a great and noble work, they are not accomplishing all that might reasonably be expected of them.

If a portion of the time wasted, and worse than wasted, in the attempt to memorize the endless and senseless details of geography and of history, the technicalities of grammar, at an age when they can not be understood, and long examples in mental arithmetic, which, with their complicated solutions, must be given with closed book, and in precise, logical terms, could be given to some studies that would really interest the children, develop their perceptive powers, accustom them to the correct use of language, and be of real practical value to them in after life, more satisfactory results than are now attained would be exhibited at the close of the child's school-life.

The recent introduction of Hooker's admirable "Child's Book of Nature" into the grammar schools of Boston, Cambridge, Worcester, and several other cities and towns, is a step in the right direction toward a "consummation devoutly to be wished" in respect to an improved course of studies for our common schools.

HIGH SCHOOLS.

During the past year 179 high schools have been maintained in 165 cities and towns. Only three towns required by law failed to maintain a high school. Many of these schools are not what might be expected from the name; still, even in the poorest of them, greater advantages are presented than could be offered by the other schools in the same town; and in many of the large cities and towns an education is afforded, without expense to the pupil, more extensive and complete than can be acquired in many colleges. "Their influence, when they are wisely and liberally supported, is incalculable. From them our colleges receive their largest, and often their best, supplies." From the high school at Woburn, a town having a population of less than 9,000, twenty graduated last June, five of whom were going to college. Including these five, there were twenty-eight members of the school studying with reference to a collegiate education. Nine others who were fitted in this school were at that time in different colleges.

THE HALF-DAY SYSTEM.

There is one peculiarity in the management of this school which, for several reasons, is worthy of special consideration. The "half-day system," which has been in operation there for several years, requires the attendance of the pupil but one-half of each day, provided he has faithfully performed his duties. It is thought that this system has a good influence upon the character of the pupil, (as it cultivates a feeling of responsibility,) upon his health, and also upon his mind, as, undisturbed by the distracting influences of a school, he can accomplish much more in the same time. It is an economical arrangement also. The present high-school house was intended to accommodate ninety pupils. With this system it will accommodate just twice the number, one-half attending in the morning, the other half in the afternoon. "Hence it is to-day saving an expenditure of from twenty to thirty thousand dollars in the erection of a new high-school building.

"The results of this system are so entirely satisfactory, and its advantages so obvious, that I would commend it for adoption in those towns whose citizens are not prepared to incur the expense of erecting new high-school buildings, or of enlarging existing ones, to accommodate the increasing number of pupils."

NORMAL SCHOOLS.

"These most important institutions have been conducted during the past year with all their accustomed faithfulness and success. In each of the schools a goodly number have entered upon the advanced course of study, for which provision has been made by the board. In two of the schools, many during the first year have determined to pursue the full course of four years, and their studies are arranged with reference to that; while in the others the advanced class is made up of those who have graduated, and in many instances have been engaged in teaching. Experience only will prove which of these methods will secure the most satisfactory results."

ADMISSION TO NORMAL SCHOOLS.

The superintendent further states: "I have attended the examination of applicants for the normal schools, and have at such times generally made a very careful and critical examination and analysis of the results presented in the papers of the applicants. An analysis made at one of these examinations is, I think, a fair specimen of all of them. The average age of the forty-eight examined was 18 years and 9 months. Twenty-one of the 37 ladies examined were graduates, or had been members for some time, of high schools, 5 of academies, and 11 of grammar schools. Nine of these had taught schools

for a period varying from 12 to 143 weeks. The questions were not above the average of those proposed to candidates for admission to our high schools. There should have been an average of at least 80 per cent. of correct answers. Only 4, however, had this average, and only 11 had 70 and upward. Eighteen had less than 60 per cent. To attain even this result, their reading had to be taken into account, for which they were marked much higher than for their written papers. With this, the general average of correctness for all who were examined was 62 per cent.; without it, 59. Yet only 4 of the 48 were rejected.

"An examination of the papers of these applicants shows that in too many cases the writers were allowed to take up the higher branches of study in high schools and academies before they had thoroughly mastered the simple elementary branches, which are the corner-stone of a good education. The papers of many were very faulty in respect to the correct use of language, the construction of sentences, the use of capital letters, and spelling.

"I have presented this topic thus prominently, to give emphasis to the recommendation that I would make, that a more thorough and exact knowledge of the common English studies should be required as indispensably necessary for admission to our normal schools than has heretofore been. I am decidedly of the opinion, too, that it would be wiser to add a year to the minimum age required for admission, at least for ladies, and not admit any under seventeen years of age. With a higher standard of scholarship for admission, and with greater maturity, physical and mental, of those admitted, I think we should secure a superior class of teachers for graduation, and thus elevate the character of our normal schools.

TRAINING OF TEACHERS.

"While the normal schools are performing a most valuable service in raising the standard of teaching throughout the whole commonwealth, their capacity to educate trained teachers has hardly kept pace with the increase of population, and is rapidly falling short of meeting the great increase in the demand for such teachers. Some other system must be devised.

"Two plans have been suggested. One contemplates the establishment of several normal schools, with a course of three or six months, devoted to a strictly professional course of instruction in the art of organizing, governing, and instructing schools. From four to six hundred teachers could be trained yearly in each of these, at an expense not much greater than is now required at the normal schools, and they would be much better fitted for their work than is the present large number of teachers who lack special training. This plan has been fully elaborated by one of the best educators in our country, and his recommendation is sufficient to entitle it to the most careful consideration.

"There are some decided advantages in introducing normal instruction into the high schools and academies. These schools are in successful operation in locations where the pupils live and the teachers are needed. No additional expense would be required for the construction and maintenance of the schools, and a department for this branch of education can be as well maintained there as in separate schools. Several cities and towns have established training schools, auxiliary to the high schools, and it is believed that many of the academies would employ competent instructors and establish such a course, provided reasonable encouragement should be proffered by the commonwealth."

TEACHING OF DRAWING.

It is now admitted by all who have examined the subject that every one who can learn to write can learn to draw, and that drawing is simpler in its elements and more easily acquired than writing. Special instructors are no more required for drawing than for writing or arithmetic. Teachers must learn and teach elementary drawing as they learn and teach other branches.

In order to obtain the advantages of the best methods of instruction, the sub-committee to whom the school committee of Boston had committed the subject of art education, early in the year opened a correspondence with gentlemen in England, with the object of procuring a gentleman having the requisite qualifications to organize classes and conduct the department of drawing in the Boston schools, on the same general plan that music is so successfully taught in them. The correspondence resulted in an invitation to Walter Smith, esq., the head-master of the school of art in Leeds, to accept the position. Before deciding the question of acceptance, Mr. Smith visited this country, and after a full conference with the executive committee of the board, the latter were satisfied of the expediency of procuring the services of Mr. Smith for the commonwealth, for such portion of his time as should be agreed upon with the Boston committee. Returning to England, Mr. Smith was authorized to expend \$500, appropriated by the board from the income of the Todd fund, in procuring such models of art, drawings, casts, &c., as would be needed. Having procured by purchase, and by the gift of generous friends of art culture in England, a valuable collection of models, &c.,

sued to his purpose, Mr. Smith returned to Massachusetts early in the autumn and commenced his work.

In the city of Boston Mr. Smith is head-master and professor of art education in the normal art school, and director of the night classes for drawing, established in compliance with the law of 1870. The course of instruction, arranged by Mr. Smith for these free evening classes, comprises what is usually included under the term "mechanical or industrial drawing." By the State Mr. Smith is employed as "professional adviser and lecturer in the matter of art education." In this capacity he has given lectures and teaching exercises in the teachers' institutes, and has visited and given instruction in those cities and towns required to maintain adult classes in mechanical drawing. The lectures have been everywhere received with marked approbation. New interest is awakened, and large numbers are flocking to the classes wherever they are established. Flourishing classes have been formed in all but two or three of the towns and cities required by law to maintain them.

It will be the duty of Mr. Smith, as soon as he can be released from the more immediate calls of the towns, to spend as much effort as possible in the normal schools, with the view of giving the utmost efficiency to the instruction in drawing given in them, to the end that competent teachers may, as rapidly as possible, be prepared both for the public schools and for special classes.

Mr. Smith has been greatly aided in his lectures and teaching by the collection of models before named, which comprises models, casts, and apparatus in use in the schools of art in Great Britain, together with a set of the works of students in those schools, illustrating a complete course of instruction in all the stages of art study. These are placed under the charge of a curator, who attends to their transportation and arrangement, and who is also a competent teacher of drawing, and does good service in supplementing the labors of Mr. Smith. This collection of models is to be deposited at the State-house in Boston. It will be lent for exhibition to any city or town engaged in forming free evening classes, and the director of art education will, on request, attend personally any conference of the school committee in the locality, and give, if desired, a public address on the subject.

At the annual meeting of the Massachusetts Teachers' Association in October last, Mr. Smith delivered a very interesting and valuable address on "Art education and the teaching of drawing in the public schools." This address was listened to with profound interest by a large body of the leading teachers from every part of the State, and was published in the Massachusetts Teacher for November. It has also been printed in pamphlet form by the board, and with it two valuable papers by Professor Thompson.

In the address, Mr. Smith makes this declaration, which proves him to be pre-eminently fitted for the work intrusted to him: "Though acquainted with the national system of my own country, and of other European states, I am not committed to, nor do I wholly approve of, any of them, but I believe in the construction of a system in a country where the subject is new. We can adapt the good parts of all the old methods to the requirements of this country, and omit all the bad parts." He also says: "While England is appropriating all the features of the Massachusetts system of general education that are worth anything, in Mr. Forster's scheme, we are borrowing from Great Britain, as well as from other countries, the most valuable portions of their experience in technical education, and I venture to prophesy that upon a better general basis we shall erect an infinitely better superstructure, so soon as the development of public opinion in this country will furnish us with the means for its accomplishment."

SPECIAL NORMAL DRAWING-CLASSES.

The chief obstacle in the way of teaching drawing at present lies in the difficulty of procuring competent teachers. So fast as this obstacle can be removed, there is no good reason why the law should not be extended in its scope so as to embrace all towns having more than 5,000 inhabitants. Something can be done, as heretofore, in the teachers' institutes. Still more, however, might be expected from special normal classes, to be opened at central points, at such periods of the year as would best accommodate the teachers of the vicinity. A special appropriation, to be used by the board in maintaining such classes to a limited extent, would be of signal advantage.

The secretary takes pleasure in pointing to an experiment in proof of the feasibility of establishing such special classes. In July, in response to a circular issued by the superintendent of public instruction in Worcester, a normal class of twenty-three was opened in the rooms of the Worcester Free Institute, and taught by the professors of the institute, for three weeks, two lessons each day. The pupils paid a fee of \$10 each for tuition, the use of the rooms being granted by the trustees free of charge. Professor Thompson, of the Worcester Free Institute, says of this experiment: "The class was not as large as it would have been at any time except just at the close of the (school) year, in hot weather, when most people rest or travel. That the class was as large as it was argues the need of it."

TECHNICAL EDUCATION.

A resolution "relating to technical instruction in schools" was passed by the last general court, by which the board of education was directed to report "a feasible plan for giving in the common schools of the cities and large towns of this commonwealth additional instruction, especially adapted to young persons who are acquiring practical skill in mechanical or technical arts, or are preparing for such pursuits." The State has generously endowed the institute of technology in Boston and the museum of zoölogy in Cambridge; but though these two institutions and the scientific school in the latter place afford great advantages to those who intend following the higher walks of industrial pursuits, they do not give the practical instruction required to fit the mechanic for his daily work. They bear the same relation to schools for the technical education of mechanics that the college does to the high school; each is indispensable in its place, but neither fulfills the functions of the other.

The only school in the State where a technical education in mechanics combined with practice can be obtained is the Worcester County Free Institute of Industrial Science, in Worcester. It was incorporated in 1865, and is a model institution, which has no superior in this country. The corps of instructors embraces professors of chemistry, mechanics and physics, drawing, mathematics, civil engineering, French and German. There are 29 pupils, mostly from Worcester County. There are also 20 free State scholarships for the benefit of pupils from other counties than Worcester, to be selected by the board of education.

The value and importance of schools of this character are not understood or appreciated in this country. One who has devoted much time and thought to the subject says that "provision for the prompt, speedy, and ample, or the better education of the manufacturing or mechanic operatives of Massachusetts, is not only an investment promising a vast pecuniary return, but is to-day a necessity of self-preservation for the State." Four-fifths of all the industry of the State is dependent upon occupations for which the training of these schools would be a preparation.

In this branch of education, as in many others, Germany, Switzerland, Austria, and Belgium have taken the lead, leaving England and America far behind. In the great exhibition in London in 1851, English workmen excelled in nine-tenths of the one hundred departments, but in the Paris Exposition of 1867 they excelled in only one-tenth. During those sixteen years, artists, mechanics, engineers, and chemists, trained in technical schools, had entered the workshops of Europe, and by means of their skill and knowledge had transferred to the continent the supremacy England had so long enjoyed. England, alarmed at the report of her jurors at the Exposition, at once established technical schools in many of her largest cities, and has determined that hereafter her citizens shall at least be as well educated as those of continental Europe.

The question for Massachusetts to consider is, what position she will take in the strife for the world's prizes. The broader development which our free institutions give to the individual man enables him to accomplish a greater amount of work; and if we only furnish a better technical education than is given abroad, we can contend on an equal footing, and compete successfully with the markets of the world.

While the board do not think it feasible or advisable to give technical instruction in the common schools, other than drawing, they would suggest that the State authorize all cities and towns having a population of 5,000 and over to establish free technical schools for instruction in such branches of knowledge common to the leading industries of the entire State as may from time to time be prescribed by the board of education.

BOSTON.

SCHOOL ACCOMMODATIONS AND EXPENDITURES.

The school accommodations of this city comprise 105 school-houses, most of which are substantial and commodious edifices, with all the modern improvements in school architecture. The whole number of sittings is 41,192; and 1,000 teachers are employed, at the annual expense for salaries of more than \$800,000. The annual expenditure for school purposes, exclusive of the cost of school-houses and lots, exceeds \$1,000,000. The aggregate value of the school property amounts to \$5,891,747.15. Concerning this statement, the superintendent remarks: "It is evident there has been no lack of means in this city for the establishment and support of public schools. Cheap schools are usually poor schools. The great cost of our schools is not proof positive that they are good, but the liberal scale on which they are conducted affords the best presumptive evidence in their favor, for an intelligent community would not be likely to pay so high a price for a poor article."

ATTENDANCE.

The superintendent says: "Two things are necessary to make the education of the people complete—good schools and good attendance. Neither will suffice without the

other. To secure both is the problem of education." The whole number of pupils belonging to public and private schools is 46,813, a number larger by nearly 1,000 than that of the children in the city of school age; but this number includes about 4,343 over 15 years of age, which, taken from the whole number, leaves the number under 15 belonging to the schools, 42,470. This number deducted from 45,970, the whole number of the school population, leaves 3,500 still to be accounted for. The whole number of children 5 years of age is about one-tenth of the number between 5 and 15, and it is ascertained that 25 per cent. of the children of this age do not attend school at all. Add to this the large number who leave school at from 12 to 14, (half the number certainly of pupils of that age,) and it leaves less than 500 children growing up in ignorance in the city. It appears, then, from this statement, that the number of pupils between 5 and 15 years of age, in public and private schools, is 92 per cent. of the whole number in the city; that of the 7 per cent. not attending school, six-sevenths are pretty well accounted for, making 99 per cent. in school or accounted for, while 1 per cent. only remains unaccounted for.

In this connection the superintendent says: "During the past ten years, I do not remember to have met with the case of a child who had resided in the city until the age of 14 without learning to read and write." He is also convinced that "among the forces to be relied on to secure the general attendance of children at school, the character of the schools is the most important."

CLASSIFICATION.

As an element in determining the success of the school system, it is necessary to know not only how many children are in school, but also to what grades and classes they belong. Taking the average whole number belonging to the day-schools (36,560) during the half year ended January 31, 1872, as the basis of calculation, the percentage belonging to each grade is as follows:

Classes.	Number.	Per cent.	
		1872.	1862.
High schools.....	1,723	4.7	2.9
Grammar schools.....	19,605	53.6	47.4
Primary schools.....	15,232	41.6	49.6

This table shows a very considerable gain in the percentage of the upper grades. For every 1,000 pupils in all the day-schools there are 47 in the high schools, or a little less than 5 per cent.; but this is not the true per cent. of the pupils that enter the high school. To get this, the time in the high schools as compared with the time in the lower schools should come into the calculation. The number that entered the high schools this year was 19 per cent. of the number that entered the grammar schools from the primary. The following table shows the condition of the high schools for the half year ended January 31, 1872:

Schools.	Number of teachers.	Average number of pupils.	Average number of pupils to a teacher.
Latin.....	11	292	26.1
English high.....	17	541	31.8
Girls' high and normal.....	23	622	27
Highlands high.....	6	206	34.3
Dorchester high.....	5	132	26.4
Totals.....	62	1,793	

Classification of high schools for the half year ended January 31, 1872.

Schools.	CLASSES.						
	Advanced.	First.	Second.	Third.	Fourth.	Fifth.	Sixth.
Latin		23	27	33	25	11	99
English high	14	104	170	235			
Girls' high and normal	52	117	181	246			
Roxbury high	16	41	65	78			
Dorchester high		46	37	47			
Total	82	331	480	639	25	11	99
Percentages	4.9	19.8	28.7	38.3	1.4	.6	5.9

Classification of grammar schools for the half year ended January 31, 1872.

Classes.	Number.	Per cent.
First class, (highest)	1, 448	7
Second class	2, 349	12
Third class	2, 996	15
Fourth class	3, 273	17
Fifth class	4, 491	23
Sixth class	5, 075	26

Classification of primary schools for the half year ended January 31, 1872.

Classes.	Number.	Per cent.	
		1872.	1863.
First class, (highest)	2, 466	16	15
Second class	2, 723	18	14
Third class	2, 301	15	14
Fourth class	2, 363	16	15
Fifth class	2, 361	15	17
Sixth class	3, 125	20	25

The relative gain in the upper classes of the primary schools during the past years has been very gratifying. In 1863 the first class was only three-fifths of the sixth class; now it is *four-fifths*. It used to be said that in the graded system of primary schools the sixth class must always be quite disproportionate in number to the other classes. Experience has disproved this assertion. The aggregate percentage of the three upper classes is almost exactly the same as that of the three lower classes. This is a most satisfactory showing. The average number of pupils to a teacher in the primary schools is 45.6; in the grammar schools it is 46.3.

NORMAL SCHOOL.

Twenty years ago the school board established a normal school for the professional training of female teachers. This institution was not merely a normal school in name; it was one in reality. It did not aim or pretend to be anything else, and it commenced its career with the most flattering prospects of success. But before it had been in operation three years, the public sentiment demanded provision for the higher education of girls who were not intending to become teachers. This demand was met by changing the character of the normal school so as to make it a high school for girls

as well. True, it has never entirely lost its normal characteristics, but it has been more of a high than a normal school. It has rendered great service to the city, especially since the establishment of the training department eight years ago.

But the superintendent believes that far better results would have been accomplished by two separate organizations as a temporary expedient. It has been too long delayed. But the degree of unanimity with which the board has just now, after long deliberation, voted to have a separate high-school training of female teachers, leaves no room to doubt that the vexed question is at length settled. The normal school should have, as an indispensable part of its organization, a model and practicing school connected with it, embracing all the classes of the primary and grammar school grades.

TEACHERS.

The superintendent thinks that better regulations are needed in respect to the examination of teachers. "In this respect, instead of making progress, we have lost ground. Latterly, teachers have in most cases been appointed without any examination. I am fully persuaded that the best interests of the schools demand a reform in this respect. Why should we not grant certificates of qualification of different grades? Why should teachers receive the maximum salary before they have received a first-class certificate? The present practice of ignoring the examination of candidates is not giving us the best teachers we might get for the salaries paid. What is needed, especially, is a fair chance for competition.

"In selecting teachers, the choice should not be between tact and scholarship. All candidates should be excluded who have not very good scholarship, and from the good scholars, those should be selected who show the most tact. Teachers who are not good scholars do not wear well, become more and more mechanical, and if they remain long in the service, become incorrigible routinists.

"It is equally desirable to have men of good education to fill the office of master; and as nearly all masters must come from the ranks of sub-masters and ushers, it is of the greatest importance that these should be good scholars.

DR. LEIGH'S METHOD.

"The last report stated that this method was in successful use in the primary schools of eleven districts. During the last year it has been introduced into some other districts. Its success, wherever it has been used, has been so decided, that it seems desirable that it should be made obligatory in all the districts.

EXPENDITURES FOR SCHOOLS.

"For ten years, ending 1851, the average rates of the school expenses, as compared with the total city tax, were 27.6, while for the last ten years the rates averaged only 16.6. So that if the school expenses should be increased 50 per cent. and more, we should only stand relatively where we stood 20 or 25 years ago." This statement is not made as a reason for any special increase of outlay for schools, but as an answer to charges frequently made against the management of the school committee with reference to economy in financial matters.

WOBURN.

SCHOOL BUILDINGS.

Woburn, with a school population of only 1,875, owns 14 school-houses, and in this particular is an honorable exception to the number of cities of whose limited school accommodations complaint is justly made.

CONDITION OF SCHOOLS.

The year ended March 1, 1872, has been one of great prosperity. The schools generally display a high degree of excellence, and the high school is in advance of most of its class. Its condition is so exceedingly satisfactory that it was thought worthy of special notice by the agent of the Massachusetts State board of education. More than 8 per cent. of all the pupils in town attend the high school. Six per cent. is a fair average for most other towns. Twenty pupils graduated at the close of the term. The training school fully supplies the place of a normal school. The success and popularity of its graduates in other towns are sufficient proofs of its efficiency. At present but one graduate is unemployed.

CHANGE IN COURSE OF STUDY.

The grammar-school course has been extended from three to four years. This will afford pupils a better opportunity for preparing for the high school, and will adapt the course to the needs of that large class of pupils whose education does not extend beyond the grammar school.

DRAWING.

By vote of the board, drawing is to become a regular branch of instruction in every school. It has already been taught in some of the lower grades during the past term, with good success.

TEXT-BOOKS.

In very few schools are so few text-books required as in those of Woburn. No text-book in written arithmetic even has been in use—a custom nowhere else in practice—but instruction has been given entirely by means of the blackboard.

SPRINGFIELD.

SALARIES.

This is a subject deserving more than a passing notice. The strife now taking place throughout the country, to improve and perfect the public schools, has added greatly to the labor and responsibility of teachers. School-teaching has become more of a profession, requiring talent, study, and preparation, and less of a temporary employment. Education is now regarded as the true safeguard of our liberties, and the best and strongest intellects are sought to improve the character of our public schools, and, in proportion as we invest in intellectual capital, must we increase compensation, or it soon seeks other channels for better remuneration. If we do not wish to place our most sacred interests in the care of second or third rate teachers, we must employ the best talent, and pay for it.

SCHOOLS AT INDIAN ORCHARD.

The half-time school at the Orchard was suspended during the summer term, but was opened again in September. It numbers about thirty pupils, who are in school three hours each afternoon for five days in the week. The progress of many of them is very rapid. If the population of the village were sufficient to furnish another school of equal size for a forenoon session, it would leave nothing more to be desired for such a school. An evening school, held at Indian Orchard during the winter, numbers about eighty pupils, and is open three evenings a week. The expense of this school is considerable, as it is necessary to send a teacher out from town, but it is of great advantage to the operatives in the mills, of whom it is largely composed.

INDUSTRIAL OR MECHANICAL DRAWING.

The school for "industrial or mechanical drawing" commenced in December, 1870, and continued fifteen weeks. The number attending was 104, of whom 37 were under 20 years of age, and 10 over 40. The school was an experiment, and a successful one. A room capable of accommodating from forty to fifty persons has been permanently rented and thoroughly furnished, and this year the school was opened the middle of November. It will hereafter be opened the first of October. The number this year is over 140. The school is so arranged that an advanced class has two lessons a week, and, as vacancies occur in it, promotions are made, and new members are admitted to the lower classes once a month. This school is no longer an experiment; the wisdom of those who provided it is manifest; the appreciation of those who enjoy its benefits is outspoken, and the remark is added, "We wish it had been done before we were so old."

DRAWING IN SCHOOLS.

Free-hand drawing has now been taught rather more than a year and a half. "I am more and more convinced of its utility and practicability in our common schools."

WORCESTER.

SCHOOL ACCOMMODATIONS.

The necessity for increased school accommodations is seriously felt. Even with the relief afforded by the occupation of the high-school building, the other school-houses will be insufficient suitably to accommodate the present numbers. Some of the rooms

through the papers. A number of teachers joined the class, which was maintained at their expense. In the autumn, a class was formed of thirty-four teachers. Including those in the evening classes, which still continue, about half the whole corps of teachers are now perfecting themselves to teach this study intelligently. More copying will soon be abandoned in the schools. Each master has already been furnished with a set of models for object-drawing, which will now become general.

THE NORMAL AND TRAINING SCHOOL.

In organization, purpose, and number in attendance, this school continues as last year. Like all similar schools, it has still to contend against the almost universal objection that young ladies have to seeking a thorough preparation before engaging in the work of teaching. Too often they prefer the crowded ranks of manufacturing and small pay to the almost vacant emplacements in the profession, more difficult of access, indeed, but rich in salaries, honor, and extensive usefulness. This school is a constant protest against the round of dull drill and humdrum routine into which teachers are so tempted to fall, and against the idea that inexperience and incompetency are tolerable in primary schools. All but five of the graduates of this school are employed in the city.

HIGH SCHOOL.

The number of pupils during the year has been 379, a larger number than has ever before been enrolled. The graduating class was larger than any within ten years. By the new arrangements of the grammar schools, access to this school is simple and easy. Admission is governed by the pupil's record as well as his examination.

The new building for the high school, dedicated December 30, 1871, is perhaps the best and most expensive school-house in Massachusetts. When completely furnished and equipped, it will cost not far from \$200,000. It is designed to accommodate 300 pupils, and contains nine school-rooms, each about 30 feet square. Commenced with the lecture-room on one side is a room for philosophical apparatus, and on the other a chemical laboratory, where 30 pupils can work at one time. The audience-hall will seat 700 people; and by opening the sliding doors to the ante-rooms, there are seats for 1,000. A fine-toned bell, costing \$1,000, a tower-clock and twelve electric clocks, also costing \$1,000, and a grand piano, valued at \$1,200, have been presented to the school. At the dedication of the building, addresses were made by Hon. John Eaton, United States Commissioner of Education, Hon. Henry Barnard, ex-United States Commissioner of Education, the mayor of Worcester, the principal of the high school, the superintendent of public schools, and others.

TAUNTON.

CONDITION OF SCHOOLS.

The progress of the schools during the past year has been more than usually satisfactory. Several important changes have been made: the most prominent of which is a regular and uniform series of promotions, thereby making the high school a department of the graded system. The practice of marking the merits of daily recitations has been discontinued, and monthly written examinations substituted, as a test of scholarship. This change has been attended with the happiest results.

DRAWING.

The introduction of instruction in and study of drawing in the schools is regarded favorably by teachers, children, and people. There is no doubt of its success if teachers can acquire the attainments requisite for systematic instruction.

The school of industrial and mechanical drawing was a success from the first, and has been found the most beneficial and most popular of any educational enterprise established by the board, excepting only the regular free day schools.

EVENING FACTORY SCHOOLS.

There were fewer pupils in these schools than last year, but the attendance was far more regular, and the proficiency in scholarship and good behavior more satisfactory. No corporal punishment was allowed, but a police guard was stationed near the schools.

COMPULSORY EDUCATION.

There are many persons even in the city of Worcester who look upon the enforcement of the law compelling the education of children as an infringement of the natural rights of parents. While most will admit that children should be educated, yet they are entirely opposed to having a truant officer to execute the law. "They are in favor of the law on general principles, but are opposed to its execution." The idea of compelling a child to read, write, and cipher is, to their minds, tyrannical. They shut their eyes to the fact that the country swarms with vast hordes of children, heirs of penury, ignorance, and crime, whose parents refuse to give them a chance of education which the public schools offer, but who, nevertheless, in a few years demand and obtain as full rights of citizenship as the oldest and wisest men among us.

The State, in justice to itself, should demand of every person claiming the right of citizenship at least an elementary knowledge of his duties; and as this knowledge must come from the volition of the parent and not of the child, the State should enforce the rights of the child from the parent. As for the child, his whole training has been compulsory. He came into the world without his choice; his parents have forced upon him starvation, vice, and misery. The State power, with its mysterious machinery of law and punishments, stands ready to grind him to pieces if he infringe on them. All along it is compulsion. Yet it is tyranny to use compulsory measures by which he shall be made able, at least, to read the laws which at the penalty of his life he must obey.

The question is one which now touches nearly our national life. This country is the receptacle for the ignorant and degraded from every land. It is for us to decide whether they shall be compelled to accept for their children the help the State offers, to lift them to the level of intelligent beings, or be suffered to leave, like breeding barnacles, a weight and a mass of corruption upon us which may sink us at last.

EVENING SCHOOLS.

Two new evening schools have been organized this year. There is an increasing demand for these schools and the attendance is larger than ever before. The majority of pupils need instruction in the most elementary studies. Many are children scarcely fifteen years old, who work by day. These schools must soon receive much greater attention. Stricter laws for school attendance will soon be enacted. Then the question of evening schools and half-time schools will become prominent. A better classification and more teachers are necessary for the highest success of these schools.

FREE EVENING SCHOOL FOR INDUSTRIAL AND MECHANICAL DRAWING.

This school was the first established under the law authorizing such schools. It opened under the most favorable auspices, both because the Institute of Industrial Science, located here, furnished able instructors, the necessary apparatus, and rooms fitted for the use of the school; and also because here, to a remarkable extent, the citizens, workmen and others, appreciated such a school. It was therefore a model which other cities copied largely. The number of persons who entered at the beginning of the present year was 254, of whom 201 were males and 53 females. Their ages were: 76 from 15 to 20; 135 from 20 to 30; 36 from 30 to 40; 6 from 40 to 60; and 1 over 60. Of machinists there were 46; carpenters 33; teachers 33; and the balance is distributed among 41 different trades and professions. Fifty-two were members of last year's classes. The average number present is more than 200. Four classes were organized; one advanced class in mechanical drawing and two classes of beginners. These classes were visited in December by Walter Smith, esq., art director for the State. He commended the interest and progress of the class, and spoke of an exhibition of the work done in this school and others in the State, to take place at some central point at the close of the season. He also addressed the whole body of teachers assembled for the purpose, and imparted a new impetus and a new interest to this study.

DRAWING IN THE SCHOOLS.

The attention bestowed upon drawing has brought to light many pupils who have decided talent in this direction, and all have made commendable progress.

TEACHERS' DRAWING CLASS.

During the summer vacation, applications were made by several teachers from this city and neighboring cities and towns for instruction in drawing. Professor Gladwin, of the technical school, consented to teach a class, and notice to that effect was given

through the papers. A number of teachers joined the class, which was maintained at their expense. In the autumn, a class was formed of thirty-four teachers. Including those in the evening classes, which still continue, about half the whole corps of teachers are now perfecting themselves to teach this study intelligently. Mere copying will soon be abandoned in the schools. Each master has already been furnished with a set of models for object-drawing, which will now become general.

THE NORMAL AND TRAINING SCHOOL.

In organization, purpose, and number in attendance, this school continues as last year. "Like all similar schools, it has still to contend against the almost universal objection that young ladies have to seeking a thorough preparation before engaging in the work of teaching. Too often they prefer the crowded ranks of mediocrity and small pay to the almost vacant eminences in the profession, more difficult of access, indeed, but rich in salaries, honor, and extensive usefulness. This school is a constant protest against the round of dull drill and humdrum routine into which teachers are so tempted to fall, and against the idea that inexperience and incompetency are tolerable in primary schools." All but five of the graduates of this school are employed in the city.

HIGH SCHOOL.

The number of pupils during the year has been 379, a larger number than has ever before been enrolled. The graduating class was larger than any within ten years. By the new arrangements of the grammar schools, access to this school is simple and easy. Admission is governed by the pupil's record as well as his examination.

The new building for the high school, dedicated December 30, 1871, is perhaps the best and most expensive school-house in Massachusetts. When completely furnished and equipped, it will cost not far from \$200,000. It is designed to accommodate 500 pupils, and contains nine school-rooms, each about 30 feet square. Connected with the lecture-room on one side is a room for philosophical apparatus, and on the other a chemical laboratory, where 30 pupils can work at one time. The audience-hall will seat 700 people; and by opening the sliding doors to the ante-rooms, there are seats for 1,000. A fine-toned bell, costing \$1,000, a tower-clock and twelve electric clocks, also costing \$1,000, and a grand piano, valued at \$1,200, have been presented to the school. At the dedication of the building, addresses were made by Hon. John Eaton, United States Commissioner of Education, Hon. Henry Barnard, ex-United States Commissioner of Education, the mayor of Worcester, the principal of the high school, the superintendent of public schools, and others.

TAUNTON.

CONDITION OF SCHOOLS.

The progress of the schools during the past year has been more than usually satisfactory. Several important changes have been made; the most prominent of which is a regular and uniform series of promotions, thereby making the high school a department of the graded system. The practice of marking the merits of daily recitations has been discontinued, and monthly written examinations substituted, as a test of scholarship. This change has been attended with the happiest results.

DRAWING.

The introduction of instruction in and study of drawing in the schools is regarded favorably by teachers, children, and people. There is no doubt of its success if teachers can acquire the attainments requisite for systematic instruction.

The school of industrial and mechanical drawing was a success from the first, and has been found the most beneficial and most popular of any educational enterprise established by the board, excepting only the regular free day schools.

EVENING FACTORY SCHOOLS.

There were fewer pupils in these schools than last year, but the attendance was far more regular, and the proficiency in scholarship and good behavior more satisfactory. No corporal punishment was allowed, but a police guard was stationed near the schools.

FALL RIVER.

SCHOOL ACCOMMODATIONS.

During the year three buildings have been completed and occupied with schools, but the accommodations are still insufficient. While 5,786 pupils are registered, there are only 4,686 sittings. Owing to this want of room, most of the schools have been too crowded to produce the best results.

DRAWING SCHOOLS.

The free drawing school was opened in December, and continued 15 weeks. It was organized in three classes; one in mechanical, one in architectural, and one in free-hand drawing. The school has been very successful. The class in mechanical drawing numbered 69; that in architectural drawing 96; these classes were made up chiefly of mechanics. The class in free-hand numbered 256, and was composed largely of teachers.

FACTORY SCHOOL.

The working of this school continues to demonstrate the value of the system. The plan of three months of consecutive daily attendance is considered to work better than half-time schools for six months. The success of this pioneer school is attributed in great measure to the hearty co-operation of the owners and agents of the mills, who, though it may interfere with their business, have been ready to make the sacrifice.

WORCESTER COUNTY FREE INSTITUTE OF INDUSTRIAL SCIENCE.

This school was established by the joint donations of John Boynton, a tinsmith, late of Templeton, Massachusetts, and Ichabod Washburn, a wire manufacturer, late of Worcester, Massachusetts. It has been thoroughly equipped, mainly through the liberality of Hon. Stephen Salisbury, of Worcester. It is free to all citizens of the county of Worcester, and to twenty residents in the State outside the county. The twelve trustees are among the most substantial citizens of the county. The eight professors are all young men, selected mainly with reference to their known excellence as teachers.

ORIGIN.

"It arose," says Hon. George F. Hoar, "from the perception by its founders of two facts: First, that the occupation of the people of Massachusetts is hereafter chiefly to be the mechanic arts; secondly, that whatever is to be the occupation of this people must hereafter chiefly be the work of their brains."

RESOURCES.

The endowment of this school, including grounds and buildings, amounts to about \$530,000. Of this fund a portion is devoted exclusively to the shop. Mr. Washburn gave the buildings and equipment, the sum of \$5,000 for stock, and a fund of \$50,000, the interest of which can be used for working capital. The earnings of the shop, added to the income from its funds, just equal the cost of running it, under the present arrangement. It is found that the value to the shop of the unpaid labor of the apprentices is not quite equal to the loss incurred on their account, so that the shop barely pays its way. It is estimated that the general education of each student costs the institution about \$200 a year, while his shop training costs \$150 a year in addition.

The institute occupies two buildings, Boynton Hall, of granite, 145 feet by 40, and the Washburn machine shop, 100 by 40, with a wing 60 by 40 for boiler and engine rooms. These buildings are fully equipped, and are surrounded by an ample domain of about seven acres of land.

GENERAL PLAN.

In its scope and purposes this school is essentially like the technical schools of Europe, but gives special prominence to the element of practice. That is, it proposes that manual labor shall accompany brain-work, so far as the two can be made to be mutually helpful. For example, the mechanic shall learn theoretical and applied mechanics in the school-room, and shall also learn the use of tools and the construction and management of machinery in the shop. The civil engineer shall in the same way carry into the field whatever knowledge of topography, road-building, and bridge-building he has acquired in school. Further, the art element in technical training is

made prominent. All students draw at least eight hours a week throughout the course. All possible knowledge of the modern languages, mathematics, and the physical sciences is also imparted. The plan of the school may be briefly stated thus: Every graduate shall have a good English education, and shall have enough practical acquaintance with some form of applied science to enable him to support himself after his graduation. To guard against failure from certain sources, practice is subjected to these three conditions: 1. That it shall be a necessary part of every week's work. 2. That it shall be judiciously distributed. 3. That the student shall not receive any pecuniary compensation for it.

PLAN OF ORGANIZATION AND INSTRUCTION.

The terms and time of admission are identical with those of kindred institutions. Instruction is given by recitations, lectures, and practice. The first two methods are identical for all the students, and present no novelty. The practice differs widely, according to the department chosen by each student, but is strictly adapted to prepare the student for professional life. It occupies ten hours each week, and the whole of the month of July.

The practice of the mechanics presents the only difficulty. It is provided for in the following manner: In February of each year an apprentice class is received, on precisely the same terms as those in September. These students spend their whole time, ten hours a day, in the shop, except ten hours a week, which are devoted to free-hand drawing. They enter the regular junior class in September without further examination. At the end of the course they are expected to be as good journeymen as the boys who have spent the whole time in other shops, with the immense advantage of educated faculties.

The grounds on which the expectation is based are these: 1. The development of the sense of form and proportion in the drawing-room is a powerful auxiliary in the training of an artisan. 2. The time each week is distributed in two periods of four hours and one of two. The weariness of protracted work and the worthlessness of hasty work are thus avoided. 3. Apprentices are not kept doing the drudgery of the shop for the benefit of their employers, though no part of their training is omitted or neglected. They advance as fast as their knowledge warrants. 4. Boys whose minds are quickened by daily school drill can learn more at any kind of handicraft in any given time than those who have no such advantage. 5. The shop is organized like any shop, and carried on strictly as a manufacturing concern. It employs the best journeymen, contains the best machinery, and is occupied in doing the best of work. Its business amounts to about \$12,000 annually. The speed-lathe, designed and built there, took the gold medal at the Baltimore fair of 1869, and both the engine-lathe and speed-lathe took first premiums at the fair of the American Institute, at New York, 1871. In short, the students receive the full advantage of unlimited means in the shape of tools, and instruction of the soundest and most practical character.

The mechanics in the graduating classes of 1871 and 1872 are all employed as journeymen or as draughtsmen, with a single exception, in leading manufacturing establishments.

COMMENCEMENT.

The annual commencement of the institute occurs the last Wednesday of July. Two full classes have graduated. Addresses have been given by Prof. William P. Trowbridge, of New Haven, Dr. A. P. Peabody, of Cambridge, Hon. G. F. Hoar, M. C., of Worcester, and the president of the board of trustees, Hon. S. Salisbury.

Each graduate presents a thesis, accompanied with drawings. These papers are carefully read and criticised by a committee invited from the community. The names of prominent professors and manufacturers appear on the list of the committees.

HARVARD UNIVERSITY.

STATISTICAL SUMMARY.

Amount of general investments	\$1,712,464 64
Income from general investments	123,320 33
Amount of special investments.....	713,246 67
Income from special investments.....	61,492 48
Total amount of university funds	2,425,711 31

NEW PROFESSORSHIPS.

The following new professorships have been established: A professorship of agricultural chemistry, a professorship of modern languages, a professorship of political economy, a professorship of horticulture, a professorship of applied zoölogy, a professorship of topographical engineering.

The new appointments of the last two years have increased the number of the faculty. The present number of professors in the different departments is as follows: College proper, 35 professors; divinity school, 4 professors and 2 instructors; law school, 3 professors and 5 lecturers; Lawrence scientific, 15 professors and 2 instructors; school of mining, 10 professors; medical school, 23 professors and 5 lecturers; dental school, 10 professors and 5 instructors; school of agriculture, 8 professors and 6 instructors; Episcopal theological school, 4 professors.

NEW SCHOLARSHIPS.

The following new scholarships have been established: In the law-school, 8 scholarships, of the yearly value of \$100; in the college, 5 scholarships; and in the university, the John Thornton Kirkland fellowship, founded by the Hon. George Bancroft. This important gift is the first of its kind made to the university, and is what is called in England a traveling fellowship. It is to be held by no one for more than three years. Merit is the condition of election; \$10,000 constitute the fund, the income of which is to be given to the student.

CHANGE IN THE STATUTES.

The only change in the statutes during the year was the repeal of the statutes for the medical school, which were adopted March 28, 1868. A clause in these statutes provides that, "to secure a recommendation to a degree, the candidate must pass a satisfactory examination in at least five of the nine departments." The repeal of this clause left the faculty free to require of every candidate a satisfactory examination in all the nine departments, which they immediately did.

CHANGES IN THE SCHOOLS.

The year 1870-71 saw great changes made, or planned for execution in 1871-72, in several of the professional schools, with a view of raising the standard and increasing their efficiency. The standard of admission to the divinity school has been gradually lowered, and in 1869 it was announced that a knowledge of Latin and Greek would not be insisted on as a requisite for admission. "There is reason to hope that in that year the school touched bottom. From there it took a fresh start, and will speedily resume its proper position as regards thoroughness of work."

The regular period of residence in the law school has been lengthened from eighteen months to two years. Degrees will hereafter be conferred only upon those who have remained through the two years' course and passed satisfactory examinations at the end of each year. Instruction is now given every year in all the prescribed studies of the two years' course. This is a change greatly for the better.

In the medical school a complete revolution has been made in the system of education. This system makes much greater demands than the old, both upon students and teachers; and it throws the school out of a long-established connection with the other medical schools of the country. The course of instruction will fill three years, and every candidate for a degree must hereafter pass a satisfactory examination in every one of the main subjects of medical instruction. The faculty, in making these changes, feel confident of the support of the medical profession, which has for a long time demanded some change for the better in the established system of medical education.

The Lawrence Scientific School has been re-organized. Under the new organization the school offers: 1. A four years' course in civil and topographical engineering. 2. A three years' course in practical and theoretical chemistry. 3. A one year's course in the elements of natural history, chemistry, and physics, intended especially for teachers. 4. Thorough instruction for advanced students in physics, chemistry, zoölogy, geology, botany, and mathematics.

The organization of the Bussey Institution, begun in the year 1869-70, was brought to a provisional completeness in 1870-71. The regular course of study will fill three years. The single object of the school is to promote and diffuse a thorough knowledge of agriculture and horticulture. Women may be admitted to the courses on horticulture, agricultural chemistry, and entomology.

LANDS ADDED.

The principal purchase of land during the year 1870-71 was that of the "Holmes estate," a tract of 5.3 acres, which lay between three parcels of land already owned by the university. This estate was bought for \$55,000. Three small lots of land, adjoining the grounds of the observatory, have been bought during the year; also a small piece of marsh, adjoining the large tract given to the university last year by Mr. Longfellow and other friends. The present territory of the university within the city limits is about 60 acres.

IMPROVEMENT IN BUILDINGS.

During the year a house has been bought for the use of the dental school, a growing department of the university, which had previously no proper or permanent habitation. Several new buildings have been erected on the university grounds, and extensive alterations and repairs made in those already in use.

REMISSION OF FEES.

In March, 1871, the corporation voted to abolish fees for advanced standing. It is no longer the interest of the university to throw obstacles in the way of students who are well prepared to enter any department of the university in advance of the usual stage of admission.

LIBRARY FUND.

The library funds, for the purchase of books, have largely increased during the last few years. The total yearly income, which must be used to increase the library, is now \$7,000. The number of volumes in all the libraries of the university is 192,000.

MUSEUM OF COMPARATIVE ZOOLOGY.

The museum, under the direction of Professor Agassiz, and enriched by his private collection, claims to rank among the foremost institutions of its kind. In the new building now going up, it is intended, in the arrangement, to make the museum illustrate the history of creation, as far as the present state of scientific knowledge reveals that history. In one part of the building will be exhibited all the animals peculiar to the different parts of the world, in such a manner as to show their actual association in nature. While in the other part of the building will be shown the geographical distribution of animals upon the whole surface of the earth, and their various combinations and associations in different continents. Such twofold arrangement of collections has never yet been attempted in any museum, not even in the largest and most prominent institutions of the kind in Europe.

SMITH COLLEGE.

The following in regard to this institution is gained from a prospectus issued by the college and various items in the press :

Smith College is the result of a bequest by Miss Sophia Smith, of Hatfield, who appointed the trustees of the future college, defined its scope, and determined its general features.

The funds of this college now amount to three hundred and fifty-eight thousand dollars. As a site for the college buildings, the trustees have purchased thirteen acres in the town of Northampton. By the terms of the bequest, not more than half of the sum can be absorbed by grounds and buildings. It is designed that this institution shall be for women what Yale and Harvard are for the other sex, and the requirements for admission are to be similar to those of the highest institutions in the land. The course of study is not yet definitely settled, but will comprise a Latin and Greek course, as advanced as that of our best colleges, and a scientific course, which shall give prominence to chemistry, botany, and physiology. It is understood that these are to be combined in the same curriculum. It is probable that relatively less attention will be paid to the higher mathematics and more to mental science and ethics. The central idea is to make the institution a *woman's college*, giving women the same kind of training that colleges give men. Although this is its specific object, it is expected that, so far as may be required, opportunities will be offered to its students to fit themselves for all the higher professions and employments sought by women.

The officers of the trustees are: Rev. W. S. Tyler, D. D., LL. D., president; Hon. Edward B. Gillett, vice-president; Hon. George W. Hubbard, secretary; Rev. John M. Greene, treasurer.

AMHERST COLLEGE.

This college has a fund of \$65,000, the income of which is appropriated to aid young men who are preparing for the Christian ministry and need assistance. Fifty scholarships have been established, varying in their annual income from \$40 to \$140; nine of these are class-scholarships. Several other class-scholarships have been established in part, but the endowments are not yet placed in the college treasury.

The libraries of the college and the literary societies contain about 36,000 volumes; and the cabinets of natural history contain over 100,000 specimens.

WILLIAMS COLLEGE.

President Chadbourne was inaugurated July 29, 1872, having been chosen to fill the place left vacant by the resignation of President Hopkins, who for 36 years has been the executive head of the college, and has been connected with it for 44 years.

President Hopkins delivered his farewell address, and very briefly reviewed the history of the college during his connection with it. "Thirty-six years ago its charity funds amounted to about \$14,000, and its whole productive funds did not exceed \$30,000. Now its charity funds amount to more than \$70,000, and its whole productive funds to more than \$300,000. Then there were but 3 full professorships; now there are 9, and there are no tutors. To have professors only was a great step, involving the essential thing in a college. A college is like a light-house; the structure may be vast, but if the light at its top be dim it is good for nothing. The college has graduated during these years 1,471 men, nearly one-third of whom either have entered or will enter the gospel ministry. In the future of the college, under the management of the president-elect, he felt perfect confidence."

President Chadbourne, in his inaugural address, declared that in his judgment the instruction in Williams College has, upon the whole, afforded as true a type of high education as that in any college in the land. There would be no change, no reform. The college makes no claim to being a technical or professional school, and the popular movement by which colleges are being transformed into semi-technical schools was considered matter for regret.

ANDOVER THEOLOGICAL SEMINARY.

The seminary is open to Protestants of all denominations. The full course occupies three years. The yearly term is nine months. Aid is given from the seminary funds to students who need it.

NEWTON THEOLOGICAL INSTITUTION.

The proximity of this institution to Boston secures great advantages to students. Indigent students are assisted by the Northern Baptist Education Society.

SCHOOL OF THEOLOGY OF BOSTON UNIVERSITY.

The scholastic year of 1871-'72 closed the first quarter of a century of the life of this institution. Its location has several times been changed. In 1869 it was transferred to Boston, and during the last year has become a department of the Boston University. The school of theology is conducted under the auspices of the Methodist Episcopal Church.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

The president, in his report, remarks that "the past year's work in all departments has been of the most satisfactory character." The faculty of the institute has been increased by the appointment of three new professors.

About 230 students have attended the school of industrial science during the year. At a meeting of the corporation in June, 1872, it was voted to confer hereafter the degree of "Bachelor of Science" instead of "Graduate of the Massachusetts Institute of Technology." Also to establish advanced courses of study, and to confer the degree of "Doctor of Science," subject to certain conditions.

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WORCESTER ACADEMY.

The courses of study are, first, a college preparatory course for young men; second, a ladies' collegiate course; third, a commercial course; fourth, a common-school course.

LAWRENCE ACADEMY.

This academy is open to both sexes. Twelve scholarships have been established in three colleges by the late Amos Lawrence, for the benefit of students prepared at this academy. The library, containing 2,500 volumes, was a gift of Mr. Lawrence.

HIGHLAND MILITARY ACADEMY.

The full routine of a military post is here observed. The academy includes a scientific and a commercial department.

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This academy is open to both sexes. Twelve scholarships have been established in three colleges by the late Amos Lawrence, for the benefit of students prepared at this academy. The library, containing 2,500 volumes, was a gift of Mr. Lawrence.

HIGHLAND MILITARY ACADEMY.

The full routine of a military post is here observed. The academy includes a scientific and a commercial department.

MONSON ACADEMY.

When founded this academy received an endowment of half a township in Maine lands. It embraces three departments of instruction.

WILLISTON SEMINARY.

Hon. Samuel Williston, the founder of this seminary, has given \$250,000 to the institution. There are three courses of study—English, scientific, and classical.

COLLEGE OF THE HOLY CROSS.

This college was incorporated in 1865. It is conducted by the Fathers of the Society of Jesus. The course of study embraces a period of seven years, three of which are devoted to the preparatory and junior classes. The last year is devoted exclusively to the study of rational philosophy and natural sciences.

MOUNT HOLYOKE FEMALE SEMINARY.

The course of instruction occupies four years. A peculiar feature of this institution is the domestic department, in which all the members of the school aid to some extent.

MAPLEWOOD YOUNG LADIES' INSTITUTE.

An extended course of instruction in music is a feature of this institution.

OREAD INSTITUTE.

The course of study embraces a preparatory and collegiate department. Special facilities are offered for instruction in drawing, painting, and music.

ESSEX INSTITUTE.

This institute was formed in 1848, by the union of the Essex Historical and the Essex County Natural History Societies, and located at Salem. As now organized, the institute consists of three departments: the historical, having for its object the collection and preservation of whatever relates to the geography, antiquities, and history of Essex County; the natural history, for the formation of a cabinet of natural productions in general, and more particularly of those of the county, and for a library of standard works on the natural sciences; the horticultural, for promoting a taste for the cultivation of choice fruits and flowers, and also for collecting works on horticulture and agriculture in connection with the general library.

The library contains about 22,000 volumes, and also 50,000 pamphlets. The collections of the museum in some classes of the animal kingdom are inferior to but few others in the country.

The meetings of the institute are as follows: stated quarterly meetings, regular monthly meetings, and field meetings during the summer months, at such times and places as may be agreed upon. These field meetings are a peculiar and interesting feature of the institute. Usually six are held each season in different localities in the county. The forenoon is devoted to rambling in the woods and fields or on the beach in quest of nature's treasures, or visiting some old historic or antiquarian relic. In the afternoon the attendants assemble in some church, town-hall, or school-house and discuss the subjects presented to notice during the day. The public are invited to be present, and to participate on these occasions; and these meetings are popular and largely attended. Evening meetings are also fully attended during the winter months.

The president of the institute is Hon. Henry Wheatland.

CLARKE INSTITUTION FOR DEAF-MUTES.

This institution is specially adapted for the education of semi-deaf and semi-mute pupils, but others may be received. Pupils are admitted at 5 years of age. The report of the principal states that the classes have made very satisfactory progress. Many of the pupils have improved greatly in speaking and in their use of language. "In the matter of articulation, Mr. Bell's system has been pursued with the class of 1871. With only such elements of the system as could be communicated to the teachers in a few hours, better results have been attained in three months than ever before in the same period of time; and in the matter of tone, compass, modulation, and inflection of the voice, results never before attained at all. It is hoped and expected that the thorough instruction of the teachers by Mr. Bell will add greatly increased facilities to

this department of instruction." The school committee "believe that the results of the years 1870-71, particularly in the matter of mental culture and development, were highly encouraging."

PRIVATE INSTITUTION FOR THE EDUCATION OF FEEBLE-MINDED YOUTH.

Since the last biennial report 20 new inmates have been received into the institution, of whom 13 were entered as pupils. The number of inmates averages 60. Pupils are received from the age of 6 upward; but the superintendent suggests that an earlier age is preferable. The report states that "the schools have never been more prosperous, as indicated by interest and progress, and have never been filled with a class of pupils averaging so high intellectually." The greatest attention is paid to physical development, and gymnastic exercises are considered of the highest importance. Constant, active employment is the great remedy for that listless vacuity natural to the feeble-minded.

MASSACHUSETTS NAUTICAL SCHOOL.

The trustees, in their twelfth annual report, state that the frequent changes in the officers of the ships during the year ended September 30, 1871, have made it one of unusual trial to the institution. The number of boys in the school-ships, October 1, 1870, was 216; committed during the year, 107; returned from probation and escape, 9; received from State reform school, 2; total, 334. Number discharged on probation during the year, 101; shipped in the revenue or merchant service, 29; deserted, 8; transferred to State reform school and other institutions, 51; remaining October 1, 1871, 144. The average age of boys committed during the year is 15.6 years. Of the number admitted, 70 were of American parentage. Of the number discharged, the average time on board the ships was 18.71 months. "The great depression of our commerce and the consequent large supply of adult seamen have made it difficult to ship boys on voyages at sea during the year. The sale of one of the school-ships made it necessary to concentrate most of the boys on the remaining ship; the ill-effects of this have been felt more or less through the year. Nevertheless the year's work has been rewarded by good results." "The school-room is recognized as a powerful auxiliary in the work of reformation, and the work here has not been less satisfactory than heretofore."

MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

This association held its twenty-eighth annual meeting at Worcester, on Friday and Saturday, December 27 and 28, 1872; the number in attendance being much less than usual, on account of the snow-blockade, which prevented traveling to a great extent. The meeting was called to order by the president, Charles Hammond, of Monson, and opened with prayer by Rev. Mr. Stebbins, of Springfield. Mr. A. P. Marble, superintendent of the city schools of Worcester, welcomed the association, and, in his response, President Hammond took occasion to give a sketch of the organization of the association, and of some of the more prominent of the 85 teachers who first banded themselves together in 1845. He also referred to the organization of the American Institute of Instruction in Boston, in 1830, giving much credit to that and kindred associations for the educational work accomplished during the period of their existence.

Mr. A. H. Davis read a paper on "English literature in our schools," in which he claimed that the study of the best authors should have a place in them, suggesting as the best method for their use, to give at least two hours a week in each school to a reading lesson from standard authors, interspersed with familiar conversation by the teacher and pupils; this plan being considered much better than the reading of extracts from reading-books. Professor D. B. Hagar briefly spoke on the same subject. This was followed by the discussion of the topic, "Latin as a branch of popular education," introduced by F. A. Hill, of Chelsea, who advocated a more thorough and careful study of the English language, and less Latin. He disposed of the plea that the study of Latin is necessary for the proper understanding of English grammar and as an aid in English composition, by saying that grammar was only an afterthought, and that the idioms and beauties of the language can best be learned by a study of the English authors. In conclusion, he thought there should be a better blending of classical and scientific education. The classics can be learned by the many from the English language, by the few, if they choose, from the Latin.

W. C. Collar, principal of the Roxbury high school, differed totally from the author of the paper. He considered the knowledge of Latin essential for an intelligent study of the languages of southern Europe, and also very useful to a proper understanding of the English language. In his opinion, the chief value of a knowledge of the Latin language was the inculcation of what he called a mental conscience, the qualities of patience and veracity.

Mr. D. C. Brown, of the Bowdoin school, Boston, spoke on both of the morning

topics, commending portions of both essays as containing valuable suggestions, but without agreeing fully with either paper.

The discussion was continued by Professor Harris R. Greene, of Worcester; Superintendent B. F. Tweed, of Charlestown; and Messrs. Hill, of Chelsea, and Collar, of Boston. At half past twelve the association adjourned until two o'clock.

Afternoon session.—After the appointment of several committees, Professor A. B. Miller, of Pittsfield, introduced a paper on the "Proper length of the school day." He began by making the rather startling proposition, that when pupils have breathe over the air in the school-room three times it was time to close the session. The speaker devoted a large portion of his essay to the evil effects upon children of a defective system of ventilation, proving by mathematical demonstration that the average school-room is illy-fitted for the healthy accommodation of a large number of scholars. The capacity of a child's mind for protracted effort was also considered as an argument against long sessions. In summing up his position, Professor Miller said that, in his opinion, three hours a day are enough to confine young children in school—or, at most, four hours—divided into two sessions of two hours each. For older pupils five hours might be considered the proper limit.

Mr. D. B. Hagar followed on the necessity of proper ventilation, giving a scientific explanation of the reasons why a school-room should be ventilated at the top instead of near the floor. He also opposed the time-honored custom of securing a change of air by opening the windows at recess, contending that the practice is dangerous to the health of pupils, especially in cold weather. In regard to the length of school hours Mr. Hagar argued that, given a suitable room and a teacher that could keep small children happily and profitably employed, they might as well be in school as anywhere else. The discussion was continued, mainly as to different modes of ventilation, by Dr. Miller and Rev. Mr. Stebbins, of Springfield.

The next paper was read by Superintendent Emerson, of Newton, on the "Limits of school education." After alluding to the importance of the educational work of the public schools, he urged, without favoring any particular curriculum, that no studies should be pursued in the schools merely for the sake of mental discipline, or as an ornamental branch of knowledge. Superintendent Hale, of Cambridge, Messrs. Hubbard, of Springfield, Bunker, of Boston, and Stetson, of Auburn, Maine, followed in brief discussions of the subject.

Evening session.—In the evening, Paul A. Chadbourne, LL.D., President of Williams College, delivered a lecture before an audience numbering over two hundred.

President Chadbourne said that all who sought to teach needed a broad common sense. The intricate workings of theories of education should have a wider scope than the narrow world of the school-room. The character of the teacher is of importance as a molding as well as a moral power. There should be no misjudgments arising from peculiar physical states; all effects of ill states of health must be "discounted," and the instructor must go to his work with a perfect equilibrium of spirit.

In dealing with material things success often depends on a narrowness of education which makes an expert, but that power needed for the development of human character is far different from what is wanted in the mastery of a specialty. When we speak of an educated teacher we must mean something broader than an education for any business. The teacher must grow faster in the knowledge of the world than any other, and should be measured by his power to do *all things*.

If the teacher is to take so fully, as under the present system, the place of the parent, he should have more pay for his work. Still the profession is above pay. The teacher may refuse to accept the conditions of labor offered him, but once entered on the work, to slight it because of little salary is a heavy sin.

The speaker dwelt at some length upon the idea that the profession tended too much to draw its members from the average society of life, and lead them to give too much importance to things simply because they were important, dangers growing with each year of experience. The teacher must have a common-sense knowledge of the world of men, as well as the world of books; he is to fit the pupil for the active, busy world. With this acquaintance with life as it is in parlor, street, and mart, and an earnest zeal, he comes into the clear light of a perfect work.

The lecture was a brief one, occupying less than an hour, and at its close the association adjourned until morning.

Saturday forenoon.—The discussions of the day were opened by J. G. Scott, of Westfield, who read a paper on "What shall be included in the study of English grammar?" The word grammar, said the speaker, originally included every thing pertaining to language, but has been narrowed in signification until it now embraces only a knowledge of the construction of propositions in a language.

Mr. Stebbins, of Springfield, Mr. Tweed, of Charlestown, and Professor Harris Greene, of Worcester, discussed the subject at some length.

Mr. Dickinson, principal of the normal school at Westfield, read a paper on the same subject, which gave rise to further discussion, participated in by President Hammond, T. H. Kimpton, of Chicopee, and some of the previous speakers.

The question was then laid upon the table, and the next topic of discussion, "The proper use of text-books," was introduced by L. F. Warren, of West Newton. The speaker contended that the use of text-books was, in most cases, especially in the lower grades of schools, unnecessary and unprofitable. In history, no books except a blank-book, in which should be written the topics prepared by the teacher, were needed, and in arithmetic none except those containing simple examples and tables. The teacher should supply the rest.

Remarks followed from S. H. Kimpton, of Chicopee; John P. Payson, of Chelsea; Superintendent Hale, of Cambridge; the president; and Messrs. Dunton, principal of the Boston normal school, and Stetson, of Auburn, Maine.

The meeting of the association was hardly a success in point of numbers. The intense cold weather, the snow-blockade, and the Christmas holidays, all combined to prevent out-of-town teachers from attending to any great extent. The discussions, however, were very interesting for the most part, and conducted with spirit and courtesy.

Two or three unimportant amendments to the constitution were proposed for action next year. The treasurer's report for the last year showed receipts to the amount of \$3,643.73, expenses \$3,748.89, leaving a balance of \$105.16 due the treasurer. A letter from Rev. J. P. Coles, of Ipswich, one of the original members of the association, containing words of greeting to the teachers assembled, was read by the president. Officers elected: President, A. G. Boyden, of Bridgewater; corresponding secretary, E. Bently Young, of Boston.

HIGH AND CLASSICAL SCHOOL TEACHERS' ASSOCIATION.

The annual meeting of the Massachusetts High and Classical School Teachers' Association was held in Boston, April 1 and 2, 1872. President, W. C. Collar.

The first topic discussed was "Book-keeping and commercial arithmetic." Mr. Anderson, of Boston, thought too much time was given to teaching the logic of the matter and not enough to practice, and that the time spent on Colburn's Arithmetic was wasted. Mr. Woolson, of the English high school, Boston, agreed that arithmetic should be taught as an art rather than as a science; at least taught first, and the science later. Mr. Hogan, principal of the normal school at Salem, thought that there was too much mental arithmetic in primary schools; but children should not reach the age of eleven before being called on to give reasons for arithmetical operations.

Mr. A. C. Perkins, of the Lawrence high school, read a paper on "History in high schools." This paper advocated the acquisition of a good deal of knowledge of one period and one nation rather than the gaining a slight acquaintance with many nations in every period. Thoroughness in one thing brings one into sympathy with all thorough men; and a habit of investigation gives one aptness that will apply to all pursuits. Mr. Howe, of Jamaica Plain; Mr. Anderson, of Boston; Mr. Williston, of Cambridge, and others, discussed this paper at considerable length, with a general agreement in its main features.

Mr. Charles Hammond, of Monson, presented a paper upon the "Utility of grammar, in its relations to higher education," which was a clear, historical view of grammar and of philological study. In the discussion of this very able paper, Professor Crosby, of Salem, gave some account of his own early training in grammar, which came the first thing after the spelling-book. He said that the old-fashioned method of parsing, by looking out words in the dictionary, led to a book called "Leavitt's method of finding out the parts of speech a word is when it is set down in the dictionary as being in several parts." But seriously, when properly taught, he thought no study so well adapted to cultivate discipline and develop the mind. Professor Atkinson thought the same course in grammar was not good for practical men and for learned men; it is generally introduced too early, and is spoiled in its usefulness by endeavoring to reduce it to the comprehension of small minds.

Mr. W. C. Collar, of Boston, read a paper on the question, "Should Greek be required for admission to college?" Quite an animated discussion followed the reading of this paper, in which Professor Goodwin, of Cambridge; Professor Crosby, of Salem; and Professor Atkinson, of Boston, participated, and which was closed by President Elliot, of Harvard College, who said that whatever colleges require, the schools set themselves to teach; therefore college requisites determine the organization of our schools. "What is the character of secondary education?" is a question of importance to professional schools as well as colleges. The secondary schools should train men for the professional schools as well as for colleges. For these, Latin, French, and German are necessary.

On Tuesday the first paper read was on "The pronunciation of Latin," by Mr. S. Thurber, of Hyde Park, which was discussed by Mr. Hammond, of Monson, who ventured the assertion that the English language is to be the predominating language of the world, and we are under no obligation to say that the ancient sounds must rule. Good usage is not a constant quantity; and language were useless if it did not change.

We are taught Latin pronunciation by Germany now; by and by we shall be the teachers. Mr. Williston, of Cambridge; Mr. Daniels, of Boston; and Mr. Hills, of Lynn, continued the discussion.

A paper was read by Mrs. A. G. Woolson, of Boston, on the "Departmental system of instruction," by which she explained that she meant any of the variations in the system which assigns to each teacher one or more special topics to be taught. This paper called out Mr. Stebbins, of Springfield, who thought the departmental system impracticable in the great majority of high schools. If teachers can teach many branches they are less likely to exercise a distorting influence upon pupils.

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REV. CHARLES BROOKS.—OBITUARY.

Among the eminent persons who have died during the year, whose public services in promoting education have been long continued, earnest, and valuable, the name of Rev. Charles Brooks is prominent.

Mr. Brooks was born October 30, 1795, in Medford, Massachusetts, where he spent the last years of his life, and where he died July 7, 1872, aged 76 years, 8 months, and 7 days. He entered Harvard College in 1812, and was graduated, delivering a poem in Latin, in 1816. He pursued his professional studies in the theological school of Harvard College, terminating them in 1819, and soon entered the ministry at Hingham, Massachusetts.

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In November, 1833, he went to Europe, remaining nearly a year. He visited England, Scotland, Ireland, France, Switzerland, and Italy. He was fortunate in making the acquaintance of many distinguished persons in Europe, among them, Rogers, Campbell, Wordsworth, Jeffrey, Cousin, Arago, Schlegel, Mrs. Hemans, Miss Martineau, and many others of note.

It was during this visit to Europe he became interested in the Prussian system of education. His room-mate, on the home passage, was Dr. Julius, of Hamburg, who was sent to this country by the King of Prussia, to collect information respecting our prisons, hospitals, and schools, so that Mr. Brooks, in a passage of 41 days, learned much about the Prussian system, and he lost no opportunity of enlarging his information by European correspondence. He addressed his people on the subject of normal schools on Thanksgiving day, 1835. From that day forward he lectured before conventions, on every opportunity, to advance the cause into which he had entered with so much enthusiasm.

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He was elected a member of the Massachusetts Historical Society, the State Historical Society of Wisconsin, and the Chicago Historical Society. He was also a member of the Boston Society of Natural History, and of many other scientific and philanthropic societies. He was for nearly forty years a member of the school committee in the places of his residence.

Many of his sermons, essays, and tracts were published; he also contributed frequently to the periodical press. He was the author of a prayer-book, and of the *Daily Monitor*, an octavo volume of three hundred and sixty-five sections, intended for use in connection with his prayer-book. He published also a volume on ornithology, and a good history of the town of Medford.

He passed the last years of his life in the old homestead at Medford, and died there, respected and beloved by the community.

WILLIAM SEAVER.—OBITUARY.

William Seaver was born in Northborough, Massachusetts, May 4, 1791. After thoroughly acquiring all the education furnished by the schools of his native town, which, even at that time, were excellent, he spent one year at Leicester Academy, and then, at the age of nineteen, commenced his professional life as a teacher. He taught twenty-eight years in Quincy, four in Cambridge, and about fifteen in his native town, making, in all, nearly fifty years of teaching. He was accounted, everywhere, a good disciplinarian and a competent and successful teacher, and was proud in his old age of showing the tokens of regard received from his former pupils.

He was present at the first meeting of the American Institute of Instruction in 1830, as well as many subsequent ones; but regarding himself as a "country teacher," and, withal, not given to speech-making or debate, he seems never to have taken a very active part in its proceedings, though always an attentive listener. He spent the evening of his life in agricultural pursuits on his own farm in Northborough, and died February 19, 1872, in the eighty-first year of his age.

ALBERT HOPKINS.—OBITUARY.

Albert Hopkins, A. M., LL. D., memorial professor of astronomy in Williams College, died May 25, 1872. He was born at Stockbridge, July 14, 1807; graduated at Williams College, 1826; elected tutor in the same, 1825; professor of mathematics and natural philosophy, 1829; natural philosophy and astronomy, 1838; memorial astronomy, 1869.

Professor Hopkins was one of the first in this country to apprehend the value of object-teaching. This led him, with Dr. Emmons, to originate those scientific expeditions which have been continued, at intervals, since 1832; to visit Europe in 1834, and purchase apparatus for the college, though he was without means, except his salary of \$700, and went chiefly at his own expense; to commence, in 1835, the first astronomical observatory in the country, and build it mainly himself, having solicited funds in Boston and elsewhere without success. He was active in promoting the study of natural history in all its branches; had fine taste and great interest in every thing connected with natural scenery; and these he sought to foster among the students. But for him the college grounds would not have been enlarged and beautified as they have been. As a teacher and lecturer Professor Hopkins was interesting and successful, but his

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In 1838 he was elected professor of natural history in the university of the city of New York. This he accepted, with the concurrence of his parish, which adopted resolutions on the dissolution of his connection, expressive of gratitude for his past labors and hearty wishes for his future success. His pastorate ceased January 1, 1839.

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He was elected a member of the Massachusetts Historical Society, the State Historical Society of Wisconsin, and the Chicago Historical Society. He was also a member of the Boston Society of Natural History, and of many other scientific and philanthropic societies. He was for nearly forty years a member of the school committee in the places of his residence.

Many of his sermons, essays, and tracts were published; he also contributed frequently to the periodical press. He was the author of a prayer-book, and of the *Daily Monitor*, an octavo volume of three hundred and sixty-five sections, intended for use in connection with his prayer-book. He published also a volume on ornithology, and a good history of the town of Medford.

He passed the last years of his life in the old homestead at Medford, and died there, respected and beloved by the community.

WILLIAM SEAVER.—OBITUARY.

William Seaver was born in Northborough, Massachusetts, May 4, 1791. After thoroughly acquiring all the education furnished by the schools of his native town, which, even at that time, were excellent, he spent one year at Leicester Academy, and then, at the age of nineteen, commenced his professional life as a teacher. He taught twenty-eight years in Quincy, four in Cambridge, and about fifteen in his native town, making, in all, nearly fifty years of teaching. He was accounted, everywhere, a good disciplinarian and a competent and successful teacher, and was proud in his old age of showing the tokens of regard received from his former pupils.

He was present at the first meeting of the American Institute of Instruction in 1830, as well as many subsequent ones; but regarding himself as a "country teacher," and, withal, not given to speech-making or debate, he seems never to have taken a very active part in its proceedings, though always an attentive listener. He spent the evening of his life in agricultural pursuits on his own farm in Northborough, and died February 19, 1872, in the eighty-first year of his age.

ALBERT HOPKINS.—OBITUARY.

Albert Hopkins, A. M., LL. D., memorial professor of astronomy in Williams College, died May 25, 1872. He was born at Stockbridge, July 14, 1807; graduated at Williams College, 1826; elected tutor in the same, 1828; professor of mathematics and natural philosophy, 1829; natural philosophy and astronomy, 1838; memorial astronomy, 1869.

Professor Hopkins was one of the first in this country to apprehend the value of object-teaching. This led him, with Dr. Emmons, to originate those scientific expeditions which have been continued, at intervals, since 1832; to visit Europe in 1834, and purchase apparatus for the college, though he was without means, except his salary of \$700, and went chiefly at his own expense; to commence, in 1835, the first astronomical observatory in the country, and build it mainly himself, having solicited funds in Boston and elsewhere without success. He was active in promoting the study of natural history in all its branches; had fine taste and great interest in every thing connected with natural scenery; and these he sought to foster among the students. But for him the college grounds would not have been enlarged and beautified as they have been. As a teacher and lecturer Professor Hopkins was interesting and successful, but his

great power lay in his moral and religious influence. This arose from the steady, even supremacy in him of the spiritual nature, from his manifest unselfishness, and the evident reality of his communion with God. For nearly forty years he was seldom absent from the noon prayer-meeting, which he established in 1832, and for a large part of that period he sustained a weekly religious meeting at his own house.

He was quiet and courteous in his bearing, and interested himself in all classes of people, especially in the poor. His philanthropy was thoroughly Christian and democratic. There was also an element of poetry and romance in his composition, which added much to the pleasure of personal intercourse, and gave him a powerful hold of some persons, especially the young.

His presence was always an element of peace; no cause of disorder or of discipline among students ever originated from their relation to him.

CALVIN CUTTER.—OBITUARY.

Calvin Cutter, M. D., died in Warren, Massachusetts, June 20, 1872. He was born in Jaffrey, New Hampshire, May 1, 1807, and until his majority lived with his parents, under the shadow of Monadnock. His early advantages for education were limited; but such books as he could obtain in that sparse settlement were read at night by the light of the pine-knot, or secretly taken to the field to be read behind a fallen tree during his noonday rest. In 1829 he began to study medicine; attended lectures at Bowdoin and Harvard, graduating M. D. at Dartmouth; afterward studied privately with Valentine Mott, of New York, and George B. McClellan, of Philadelphia. From 1834 to 1841 he was a successful practitioner of medicine and surgery. In the late war he rendered efficient service as regimental and brigade surgeon, and surgeon-in-chief of the Ninth Corps.

But his special life-work was in the line of popular education. While a student of medicine, a youth died of hemorrhage, because his fellow-laborers on the farm did not know how to compress the severed artery till a surgeon could be obtained. This suggested the idea of educating the people in minor surgery and the laws of health; and to this work his life was devoted. In 1842 he commenced lecturing in anatomy, physiology, and hygiene, with the aid of manikins and other apparatus, before popular audiences, teachers' institutes, schools, and colleges. This he continued for fifteen years, visiting twenty-nine States, lecturing daily, and directing two or three students in similar labors. In 1847 he wrote, and in 1870 rewrote, the pioneer text-book in that department, his well-known and widely-used "Anatomy, physiology, and hygiene."

SYLVANUS THAYER.—OBITUARY.

General Sylvanus Thayer, LL. D., died at his residence in South Braintree, Massachusetts, September 7, 1872, in the eighty-eighth year of his age. General Thayer was born in Braintree, Massachusetts, June 19, 1785. He graduated with the highest honors, at Dartmouth College, in 1807. The same year he entered the United States Military Academy at West Point, from which, owing to his previous acquirements, he graduated in 1808. He at once received the appointment of second lieutenant in the Corps of Engineers, and was engaged for several years in planning, constructing, and inspecting important military works.

In the war of 1812 he was chief engineer of the Northern army, under General Dearborn. For distinguished and meritorious services he was raised to the rank of brevet major. After the war he spent two years in studying military affairs in Europe. From 1817 to 1833 he was superintendent of the Military Academy at West Point, where he rendered most efficient services. Under him the academy was completely re-organized, and its present efficiency is in a great degree due to his efforts. After resigning his position at New York he was for many years engaged in directing works of defense and harbor improvements—particularly on the coast of Massachusetts. In 1863 he was placed on the retired list, having been at that time "more than forty-five years in service." At the time of his death he held the rank of brevet brigadier-general. By a gift of \$70,000 he founded the Thayer School of Civil Engineering of Dartmouth College. He also gave large sums for the establishment of an academy and library in Braintree.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Massachusetts was the seventh State in population, having 1,457,351 inhabitants within an area of 7,300 square miles—an average of 196.84 persons to the square mile. This population consisted of 1,443,156 whites, 13,947 colored, 97 Chinese, and 151 Indians. Of these, 1,104,032 were natives of the United States and 353,319 foreign-born. Of the native residents of the State 896,372 whites, 6,819 colored, and 106 Indians were born within its borders, while of the foreign residents 130,702 were born in Germany, 34,099 in England, and 216,120 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 237,405 persons

attended school, and of these 17,086 were foreign-born. The white male scholars numbered 143,779, and the white female scholars 141,755, (an aggregate of 285,534 whites.) The colored pupils numbered 1,848, of whom 941 were males and 907 females.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 97,742, of whom 89,830 were foreign-born.

Age, sex, and race of illiterates.—Of the 95,576 white illiterates, 4,359 were from 10 to 15 years of age, and of these, 2,215 were males and 2,144 females; 7,407 were from 15 to 21 years old, of whom 3,013 were males and 4,394 females; 83,810 were 21 years old and over, of whom 30,920 were males and 52,890 females. Of the 2,148 colored illiterates, 59 were from 10 to 15 years old, of whom 29 were males and 30 females; 223 were from 15 to 21 years old, of whom 76 were males and 147 females; 1,866 were 21 years old and over, of whom 822 were males and 1,044 females. Eight male and 8 female Indian illiterates were also reported, with 2 male Chinese illiterates.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 5,726, having 7,561 teachers, of whom 1,428 were males and 6,133 females, to educate 269,337 pupils, of whom 134,777 were males and 134,560 females.

Amount and source of educational income.—The total income of all the educational institutions was \$4,817,939, of which \$383,146 were derived from endowment, \$3,183,794 from taxation and public funds, and \$1,250,999 from tuition and other sources.

Public schools.—The 5,160 public schools, with their 6,140 teachers, of whom 753 were males and 5,387 females, were attended by 242,145 pupils, of whom 121,572 were males and 120,573 females. To educate these they possessed a total income of \$3,207,826, of which \$27,315 were derived from endowment, \$3,069,085 from taxation and public funds, and \$111,426 from tuition and other sources.

Colleges.—The 6 colleges, with their 137 male teachers, were attended by 1,290 male students. To educate these they possessed a total income of \$408,126, of which \$231,065 were derived from endowment and \$177,061 from tuition and other sources.

Academies.—The 50 academies, with 183 teachers—83 male and 100 female—had an attendance of 3,543 pupils, 1,754 male and 1,789 female, for the education of whom they possessed a total income of \$285,325, of which \$28,776 were derived from endowment, \$4,544 from taxation and public funds, and \$252,015 from tuition and other sources.

Private schools.—The 468 day and boarding schools had 783 teachers, of whom 255 were males and 528 females. They were attended by 13,315 pupils, 6,711 of whom were males and 6,604 females. These schools possessed an income of \$533,690, derived from tuition and other sources.

Libraries.—There were 1,544 public libraries, containing 2,010,609 volumes; also 1,625 private libraries, having 1,007,204 volumes—a total of 3,169 libraries, containing 3,017,813 volumes.

The press.—The 259 periodicals issued had an aggregate circulation of 1,692,124 copies, with an aggregate annual issue of 129,691,266 copies.

Churches.—Of the 1,848 church organizations, 1,764 had edifices with 882,317 sittings, and the church property was valued at \$24,488,285.

Pauperism.—Of the 5,777 paupers, 5,323 were native whites, 73 native colored, and 381 foreigners.

Crime.—Of 2,526 persons imprisoned June 1, 1870, 1,152 were native whites, 139 native colored, and 1,235 foreigners; 1,593 persons were convicted during the year.

Age and sex of population.—Of the total population, 371,820 persons were from 5 to 18 years old—184,640 males and 187,180 females; 1,160,666 were 10 years old and upward, and of these 554,886 were males and 605,780 females.

Occupations.—Five hundred and seventy-nine thousand eight hundred and forty-four persons of these ages were engaged in various occupations, of whom 451,543 were males and 128,301 females; 72,810 were engaged in agricultural pursuits, of whom 72,756 were males and 54 females; 131,291 in personal and professional services, of whom 75,917 were males and 55,374 females; 83,078 in trade and transportation, of whom 81,077 were males and 2,001 females; 292,665 in manufactures and mining and mechanical industries, of whom 221,793 were males and 70,872 females.

Age and sex of working population.—Of these 579,844 employed persons, 18,479 were from 10 to 15 years old, of whom 12,180 were males and 6,299 females; 528,889 were from 16 to 69 years old, of whom 409,180 were males and 119,709 females; 32,476 were 60 years old and over, of whom 30,183 were males and 2,293 females.

MICHIGAN.

[From report of Hon. Oramel Hosford, superintendent of public instruction, for the year 1871.]

SCHOOL FUND.

The past fiscal year, by a change in the time of making the annual reports of the State finances, embraces but ten months.

On hand at commencement of the year.....	\$437, 939 23
Two-mill tax	409, 541 20
Primary school fund.....	182, 922 25
Tuition of non-resident scholars	26, 047 40
District taxes to pay teachers.....	1, 157, 549 43
Other district taxes.....	591, 858 46
Tax on dogs.....	25, 608 46
From all other sources	499, 506 05
Total	3, 330, 972 48
Total receipts for 1870	3, 151, 763 78
Increase for 1871	179, 208 70
Cost of administration for 1870	3, 259, 843 24
Cost of administration for 1871.....	3, 356, 635 28
Increase in cost of administration.....	96, 792 04
Total interest from all educational funds, including primary school, uni-	
versity, normal school, and agricultural college, for 1872.....	245, 009 11
Total appropriations by legislature for 1871 and 1872.....	344, 200 00

The cost of tuition for each child in the State at large was an average of 56 cents per month; for each child in the districts was 58 cents per month, an increase of 10 cents.

SCHOOL ATTENDANCE.

Number of children in the State between 5 and 20 years of age	394, 195
Number of children subject to the law compelling attendance at school be-	
tween 8 and 14 years of age.....	175, 092
Number of children reported attending school	292, 476
Estimated number unreported	14, 729
Total	307, 205
Increase in attendance over 1870	8, 000
Attendance in proportion to whole number of children, 1871.....	76½
Attendance in proportion to whole number of children, 1870.....	72½
Number of graded schools reported.....	266
Number of districts which had no school	62
Number with no school less than last year	11

BRANCHES OF STUDY.

Number of districts in which spelling is taught.....	5, 174
Number of districts in which reading is taught	5, 175
Number of districts in which writing is taught	5, 131
Number of districts in which arithmetic is taught.....	5, 072
Number of districts in which mental arithmetic is taught	4, 995
Number of districts in which geography is taught	4, 888
Number of districts in which grammar is taught.....	4, 616
Number of districts in which algebra is taught	1, 195
Number of districts in which book-keeping is taught.....	572
Number of districts in which geometry is taught.....	187
Number of districts in which natural philosophy is taught	464
Number of districts in which physiology is taught	367
Number of districts in which chemistry is taught	103

TEACHERS AND THEIR SALARIES.

Number of teachers, male.....	2, 971
Number of teachers, female	8, 303
Total	11, 274

Average pay per month, males	\$49 92
Average pay per month, females	\$27 21
Average number of months school	7

SCHOOL LAWS.

During the year several amendments have been made to the school laws, principally to provide more effectually for raising the school-tax, and to facilitate operations in the district boards.

TEACHERS' INSTITUTES AND ASSOCIATIONS.

The spring and autumn series of teachers' institutes were held at 16 different towns, with an attendance of 1,432. From their number it was impossible to appoint all the autumn institutes at the most favorable times, and the attendance was not as large as it would have been otherwise. The county superintendents continue to hold their institutes, several having connected with them classes which they teach from four to six weeks. The testimony to the practical value of these institutes is universal. So great is their effect in enlarging the teachers' views of their own work, and opening the eyes of those who have had few advantages to their deficiencies, that several have left the school-room as teachers to enter another as pupils.

Teachers' associations have been held with advantage in several of the counties.

COUNTY SUPERINTENDENTS.

The unprecedented success of the schools during the year is greatly owing to the efforts of the county superintendents, especially to their endeavors in advancing the scholarship of teachers. Six thousand six hundred and twenty-one visits have been made by the superintendents, and 14,385 by directors.

THE KINDERGARTEN.

At Detroit is a kindergarten school, conducted on Fröbel's system. Another at Lansing is formed on the same general plan, but the training is somewhat varied to suit the necessities of the children. So far the experiment has proved a complete success.

STATE UNIVERSITY.

The present prosperous condition of the university is most gratifying. A grant of \$75,000 having been made by the legislature for the erection of an edifice to be called "University Hall," the corner-stone was laid in June. The building is now completed, furnishing a commodious audience-room and recitation-rooms. During the year all the departments were opened to female students, and 34 were registered. No discrimination was made except in the medical department, where the ladies formed a separate class, receiving the same course of lectures as the male students. Ladies who applied were fully prepared to enter whatever classes they wished, and at once took a position among the best of the class. One has already graduated in law, one in medicine, and two in pharmacy. There is every reason to believe that the action of the university, with regard to co-education, will be attended with satisfactory results.

Closer relations have been established between the university and the State high schools, and thus with the State system of education.

The whole number of diplomas conferred during the year is 302. The total receipts for the year were \$104,096.44; total expenditures, \$79,447.36.

The library has been enriched by the addition of the large private library belonging to the late Professor Rau, of Heidelberg, presented by Philo Parsons, esq., of Detroit.

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Total receipts for 1870	3,151,763 78
Increase for 1871	179,208 70
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ALBION COLLEGE.

The financial condition of this college has greatly improved. The buildings and grounds have been put in better order, and an endowment of not less than \$110,000 has been secured.

KALAMAZOO COLLEGE.

No special changes have occurred in this college during the year. The endowment fund is \$70,000.

HILLSDALE COLLEGE.

The general condition of this college is satisfactory. A larger number of students has been in attendance than for several years past. The present endowment is about \$70,000. At the last meeting of the board of trustees, Rev. D. M. Graham was appointed president.

ADRIAN COLLEGE.

Three years ago the south hall, occupied by ladies, was burned, and the college has not entirely recovered from the blow. It has, however, been attended with marked success during the year. In addition to the classical and scientific course, a department of theology and biblical literature has been organized.

OLIVET COLLEGE.

The number of students attending this college has been larger than in previous years. Canvassing for an additional endowment fund is to be vigorously prosecuted, conditional pledges to the amount of \$20,000 having already been made.

STATE NORMAL SCHOOL.

Steps have been taken to separate the academic work from the more strictly professional training of the school by reorganizing the model school, and making its high-school department a regular academic or high school; and, in order to afford the normal scholars additional facilities for observation and practice, an arrangement has been made with the Ypsilanti school board, by which their union school is used for these purposes.

STATE REFORM SCHOOL.

Though the past year has been, on the whole, a prosperous one, the necessity of separating boys committed for slight offenses from those who are deprived and incorrigible, becomes more and more pressing.

Lack of work has seriously affected the income of the school; and on this account a number of the boys were employed in cutting wood for a portion of the year. During the summer, and at the present time, the boys have been occupied in the shops, farm, &c., without loss of time. The band continues to fill a very essential place in the school work, the concerts being sufficiently remunerative to furnish means for additions to the boys' library and to make a beginning of an art gallery and museum.

MICHIGAN STATE TEACHERS' ASSOCIATION.

This association met in Detroit, December 27-29, 1871, with a good attendance; Duane Doty, president. Addresses were given by A. A. Griffith, of Ypsilanti, on "Practical elocution;" by J. M. Wellington, on "The teacher's ideal."

An essay upon "Our work" was read by Miss D. E. Henry, of Grand Rapids. H. D. Harrower read a paper upon "Our union schools;" D. C. Scoville read an elaborate essay upon "The manhood of strength and gentleness;" William B. Sibler gave an address upon "Education inseparable from civilization." The officers elected were: president, J. F. Nichols; recording secretary, Miss M. Rose; corresponding secretary, Miss E. F. Thompson.

MICHIGAN ASSOCIATION OF COUNTY SUPERINTENDENTS.

The tenth semi-annual meeting of this association was held in Port Huron, February 20 and 21, 1872. The first session was occupied with reports from the counties, and in the evening a public address was given by Superintendent Duane Doty, of Detroit.

A variety of subjects appropriate to the work of the superintendents was discussed. Officers elected: president, Superintendent Botsford; secretaries, Messrs. Willard, of Monroe, and Curtis, of Isabella. The next meeting was fixed for the 10th of September, at Lansing.

ALLEN J. CURTIS.—OBITUARY.

Allen J. Curtis, A. M., formerly instructor in Kalamazoo College, and more recently assistant professor of rhetoric and English literature in the State university, died of consumption, at Shelby, Macomb County, December 28, 1871. He was graduated at Kalamazoo College, 1860; pursued post-graduate studies at the university; was obliged to resign his professorship in 1866 on account of failing health. He was only 33 years old, but had already accomplished much in literature and education.

HENRY W. THOMPSON.—OBITUARY.

Henry W. Thompson, principal of the Union school in Cambria, Hillsdale County, died at that place of quick consumption, January 7, 1872. The Michigan Teacher says: "We know nothing of his professional characteristics or career; but his life derived peculiar interest from the fact that he had been rescued from the 'little wanderers' in the streets of New York and brought to the West by the Howard Mission."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Michigan was the thirteenth State in population, having 1,184,069 inhabitants within an area of 56,451 square miles, an average of 20.97 persons to the square mile. This population consisted of 1,167,282 whites, 11,849 colored, 2 Chinese, and 4,926 Indians. Of these 916,049 were natives of the United States, and 268,010 were foreign-born. Of the native residents of the State, 498,746 whites, 3,860 colored, and 4,662 Indians were born within its borders, while of the foreign residents, 64,143 were born in Germany, 35,051 in England, and 42,013 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 264,217 persons attended school, and of these 24,352 were foreign born. The white male scholars numbered 136,607, and the white female scholars 125,754, (an aggregate of 262,361 whites.) The colored pupils numbered 1,483, of whom 769 were males and 714 females; 207 male and 166 female Indians are also reported as attending school.

Illiteracy.—The number of inhabitants, of all races, 10 years old and over, unable to write, was 53,127, of whom 30,580 were foreign-born.

Age, sex, and race of illiterates.—Of the 48,649 white illiterates 8,022 were from 10 to 15 years of age, and of these 4,728 were males and 3,294 females; 5,098 were from 15 to 21 years old, of whom 2,973 were males and 2,125 females; 35,529 were 21 years old and over, of whom 17,543 were males and 17,986 females. Of the 2,655 colored illiterates 369 were from 10 to 15 years old, of whom 170 were males and 199 females; 330 were from 15 to 21 years old, of whom 169 were males and 161 females; 1,956 were 21 years old and over, of whom 1,015 were males and 941 females; 791 males and 1,032 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 5,595, having 9,559 teachers, of whom 2,999 were males and 6,560 females, to educate their 266,627 pupils, of whom 128,949 were males and 137,678 females.

Amount and source of educational income.—The total income of all the educational institutions was \$2,550,018, of which \$81,775 were derived from endowment, \$2,037,122 from taxation and public funds, and \$371,121 from tuition and other sources.

Public schools.—The 5,414 public schools, with their 8,977 teachers, of whom 2,796 were males and 6,181 females, were attended by 254,828 pupils, of whom 123,984 were males and 130,844 females. To educate these they possessed a total income of \$2,164,489, of which \$2,019,622 were derived from taxation and public funds and \$144,867 from tuition and other sources.

Colleges.—The 9 colleges, with their 88 teachers, (66 males and 22 females,) were attended by 1,704 students, of whom 1,122 were males and 582 females. To educate these they possessed a total income of \$98,905, of which \$55,442 were derived from endowment, \$6,464 from taxation and public funds, and \$36,999 from tuition and other sources.

Academies.—The 3 academies, with their 13 teachers, (4 male and 9 female,) were attended by 195 pupils, of whom 45 were males and 140 females. They possessed an income of \$9,722, derived from tuition and other sources.

Private schools.—The 119 day and boarding schools had 218 teachers, of whom 58 were males and 160 females. They were attended by 4,577 pupils, 1,737 of whom were males and 2,840 females. These schools possessed a total income of \$75,445, of which \$1,000 were derived from endowment and \$74,445 from tuition and other sources.

Libraries.—There were 3,002 public libraries, containing 578,631 volumes; also 23,761 private libraries, having 1,596,113 volumes—making a total of 26,763 libraries, containing 2,174,744 volumes.

The press.—The 211 periodicals issued had an aggregate circulation of 253,774 copies, with an aggregate annual issue of 19,686,978.

Churches.—Of the 2,239 church organizations 1,415 had edifices with 456,226 sittings, and the church property was valued at \$9,133,816.

Pauperism.—Of the 2,042 paupers 768 were native whites, 85 native colored, and 1,189 foreigners.

Crime.—Of 1,095 persons imprisoned June 1, 1870, 617 were native whites, 62 native colored, and 416 foreigners. Eight hundred and thirty-five persons were convicted during the year.

Age and sex of population.—Of the total population, 358,530 persons were from 5 to 18 years old—181,806 males and 176,724 females; 873,763 were 10 years old and upward, and of these 460,408 were males and 413,355 females.

Occupations.—Four hundred and four thousand one hundred and sixty-four persons of these ages were engaged in various occupations, of whom 346,717 were males and 57,447 females; 187,211 were engaged in agricultural pursuits, of whom 187,036 were males and 175 females; 104,728 in personal and professional services, of whom 52,754 were males and 51,974 females; 29,588 in trade and transportation, of whom 29,493 were males and 95 females; 82,637 in manufactures and mechanical and mining industries, of whom 77,434 were males and 5,203 females.

Age and sex of working population.—Of these 404,164 employed persons 9,341 were from 10 to 15 years old, of whom 7,045 were males and 2,296 females; 374,216 were from 16 to 59 years old, of whom 319,569 were males and 54,647 females; 20,607 were 60 years old and over, of whom 20,103 were males and 504 females.

SCHOOL OFFICIALS.

COUNTY SUPERINTENDENTS.

Counties.	Names.	Post-office address.
Allegan	E. S. Linsley	Allegan.
Antrim	Lewis M. Kanaay	Atwood.
Barry	Theodore B. Diamond	Prairieville.
Bay	Frederick W. Lanckenaw	Bay City.
Benzie	Arthur T. Case	Homestead.
Berrien	B. L. Kingsland	Benton Harbor.
Branch	A. A. Luce	Gilead.
Calhoun	Bela Fancher	Homer.
Cass	L. P. Rinchart	Cassopolis.
Charlevoix	John S. Dixon	Charlevoix.
Choboygan	A. M. Gerow	Benton.
Clinton	E. Mudge	Maple Rapids.
Eaton	John L'vans	Bellevue.
Genesee	Cornelius A. Gower	Fenton.
Grand Traverse	Elisha P. Ladd	Old Mission.
Gratiot	Dillis D. Hamilton	Pompeii.
Hillsdale	George H. Botsford	Hillsdale.
Houghton	Philander H. Hollister	Hancock.
Huron	C. B. Cottrell	Port Austin.
Ingham	Elmer North	Lausing.
Ionia	William B. Thomas	Ionia.
Isabella	Charles O. Curtis	Mount Pleasant.
Jackson	W. Irving Bennett	Jackson.
Kalamazoo	E. G. Hall	Kalamazoo.
Kent	Henry B. Fallas	Fallasburgh.
Keweenaw	R. C. Satterlee	Eagle River.
Lake	D. C. Warren	Chase.
Lapeer	J. H. Vincent	Lapeer.
Leelanaw	Salmon Steel	Northport.
Lenawee	Willard Stearns	Adrian.
Livingston	Peter Shields	Howell.
Macomb	Sidney H. Woodford	Mount Clemens.
Manistee	J. W. Allen	Manistee.
Marquette	Harlow Olcott	Marquette.
Mason	J. Edwin Smith	Ludington.
Mecosta	H. C. Peck	Big Rapids.
Midland	M. W. Ellaworth	Midland.
Monroe	Elam Willard	Monroe.
Montcalm	Elijah H. Crowell	Greenville.
Muskegon	A. H. Burch	Muskegon.
Newaygo	M. W. Scott	Newaygo.
Oakland	Johnson A. Corbin	Pontiac.
Oceola	A. A. Darling	Hart.
Oscoda	Marcus H. Laffer	Hershey.
Ottawa	Charles S. Fassett	Spring Lake.
Saginaw	John S. Goodman	East Saginaw.
Sanilac	George A. Parker	Port Sanilac.
Shiawassee	Ezekiel J. Cook	Owasso.
Saint Clair	W. H. Little	Port Huron.
Saint Joseph	L. B. Antisdale	Nottawa.
Tuscola	M. M. Jarvis	Watrousville.
Van Buren	Henry J. Kellogg	Lawton.
Washtenaw	George S. Wheeler	Ann Arbor.
Wayne	Lester R. Brown	Rawsonville.
Wexford	E. J. Copley	Sherman.

MINNESOTA.

From report of Hon. H. B. Wilson, superintendent of public instruction, for the year ended September 30, 1871.]

SCHOOL FUND.

This fund is derived from the proceeds of the sale of school lands. The receipts are invested in State and national securities. Permits to cut timber on these lands are also sold at public sale.

Total amount invested.....	\$827,606 25
Total amount in treasury	58,962 75
Total amount due on lands sold, and bearing 7 per cent. interest.....	1,657,507 12
Total amount of permanent school fund, November 30, 1871.....	2,544,076 12
Whole amount received from school fund, 1870.....	\$289,480 09
Whole amount received from school fund, 1871.....	302,995 68
Increase	13,515 59
Amount apportioned from permanent school fund, 1870.....	\$176,806 35
Amount apportioned from permanent school fund, 1871.....	163,555 35
Decrease.....	13,251 00
Whole amount received from taxes voted by districts in 1870.....	\$500,928 43
Whole amount received from taxes voted by districts in 1871.....	665,967 08
Increase	165,038 65
Whole amount expended for school purposes, 1870.....	\$792,852 91
Whole amount expended for school purposes, 1871.....	1,011,656 73
Increase	218,803 82
Whole amount in district treasuries, September 30, 1871.....	\$137,048 82
Orders or bonds unpaid at the close of the year	466,801 75

SCHOOL ATTENDANCE.

Whole number of children in the State between 5 and 21 years of age, 1870...	155,767
Whole number of children in the State between 5 and 21 years of age, 1871...	167,463
Increase for the year	11,696
Whole number of persons attending school in 1870	110,590
Whole number of persons attending school in 1871	113,983
Increase for the year.....	3,393
Per cent. of attendance in 1870	71
Per cent. of attendance in 1871	68
Whole number of winter schools, 1870.....	1,955
Whole number of winter schools, 1871.....	2,221
Increase for the year	266
Whole number of summer schools, 1870.....	2,155
Whole number of summer schools, 1871.....	2,164
Increase for the year	9

TEACHERS AND SALARIES.

Number of male teachers, 1870	1,336
Number of female teachers, 1870	2,775
Number of male teachers, 1871	1,482
Number of female teachers, 1871	2,903
Average wages per month for male teachers, 1870	\$37 14
Average wages per month for female teachers, 1870	\$23 36
Average wages of male teachers per month, 1871	\$37 68
Average wages of female teachers per month, 1871	\$25 51
Average number of months school per year	6.5

SCHOOL LAWS.

At the convention of county and city superintendents, it was recommended that the legislature authorize the superintendent of public instruction to divide the State into 5 institute districts, and provide a suitable instructor to hold 5 training schools for teachers in each, these schools to be in session not less than 4 weeks.

TEACHERS' INSTITUTES.

During the past year 19 institutes were held in the State, with an attendance of 1,289 teachers. Instruction in methods of teaching was given by able and experienced persons, both male and female, and the interest as manifested by the attendance was greater than in any preceding year.

TEACHERS' ASSOCIATION.

The State teachers' association held its eleventh annual meeting in Normal Hall, at Winona, August 29, 30, and 31. Though the attendance was not as large as in former years, the proceedings were most important. Among the addresses made was one by C. H. Berry, esq., calling attention to the fact that in 1851, when the territorial government was about three years old, there were in Minnesota but 13 school districts and four school-houses, and the whole appropriation by the State was \$1,721.73; in 1869 the number of school districts was 2,521, the number of school-houses, 1,929; and the amount paid teachers, \$360,697.50. He stated that this rapid growth was owing in great measure to the land appropriation, 363,100 acres of which have been sold, making an accumulated fund of \$2,371,199.

The resolutions passed by the association evinced a spirit of progress in all educational matters.

COUNTY SUPERINTENDENTS.

In some localities objections are raised against this office, but they are such as by their very existence prove its usefulness. Though there are circumstances which in many cases make it impossible to secure men properly fitted for the position, yet the benefits to the school-system as shown by the improvement in teachers, school-buildings, &c., are incalculable. The report recommends that an adequate salary be affixed to this office by law.

CONVENTION OF COUNTY AND CITY SUPERINTENDENTS.

The convention of county and city superintendents held its annual meeting in the normal-school building at Winona the last week in August, and was in session two days. About half the counties in the State were represented. Many important questions concerning the educational interests of the city graded schools, as well as the common district schools, were discussed. It was recommended that examinations should be held as often as once a month in the public schools.

PRIVATE SCHOOLS.

There has been a considerable decrease in the number of these schools during the past year. The high schools connected with the graded school system do the work of preparing young men and women to enter classes in colleges and the State university, and render private schools in a measure unnecessary.

CARLTON COLLEGE.

This college is reported to be in a very flourishing condition. Their new building, erected within the year, is nearly ready for occupancy.

RED WING COLLEGIATE INSTITUTE.

This institution has a commodious building, costing about \$25,000. It is open to both sexes, and is intended to take a position between the public schools and university, preparing pupils for the latter.

THE COLLEGE OF SAINT JOHN.

This college was organized last September, and has only the preparatory department in operation. The Roman Catholic bishop of the diocese is *ex-officio* president.

FIRST NORMAL SCHOOL.

This institution is in Winona. Its new building is not yet entirely finished or fitted for occupation. The cost as it now stands has been \$134,162.63. The school has had under instruction in its normal department since 1864 more than 600 young men and women; 114 have graduated, nearly all of whom are now engaged in teaching. During the year 34 pupils have graduated. The increase of attendance for the year has been 25 per cent. In the institution are 70 orphans of fallen soldiers, provided for partly by the State and partly by individuals. The number of counties represented is 22. The cost of maintaining the school from September, 1870, to September, 1871, was \$12,000. It has been only by the strictest economy that the expenses have been kept within this limit.

SECOND NORMAL SCHOOL.

The second normal school, at Mankato, has graduated 20 young men and women, all of whom are teaching in the public schools of the State. The number of counties represented the past year was 21. The average age of pupils training to become teachers is 19.7 years. Twenty-three pupils will graduate in June next. The educational advantages of nearly all the pupils have heretofore been very limited. In many cases, however, what is lacked in this respect is made up in earnestness and studious behavior. The current expenses for the year have been \$7,993.02.

THIRD NORMAL SCHOOL.

This school is in Saint Cloud. The basement story of a permanent building for the school was completed summer before last, at an expense of \$9,495.55. The old building has been crowded from the first, and there is call for three times the room now afforded. It has in two years had under instruction 115 normal students. It graduated its first class last June, consisting of 15 young men and women; 13 of these are now teaching. The other 2 expect to begin work with the new year. A class of about 20 will graduate in June next. The current expenses for the year are \$6,433.32. These schools are all greatly in need of an additional appropriation, and that at Mankato was obliged to incur a debt of \$2,000 in its current expenses during the past year.

UNIVERSITY OF MINNESOTA.

The past year has been the first under the new or modified organization. The two courses offered in the Latin or preparatory school have been consolidated, Latin being made obligatory upon all who enter the school. The first three departments of the university—the department of elementary instruction, the college of science, literature, and the arts, and the college of agriculture and the mechanic arts—have been organized, and the first two are in operation. The third is organized in two divisions, that of agriculture and that of the mechanic arts. The latter will be in operation from the beginning of the academic year 1872-73, the former as soon as the vacant professorship of agriculture can be filled. The other departments, a college of medicine and a college of law, will be put in operation as fast as the means of the university will permit. The number of transient and local scholars has much diminished, and the number of those intending to pursue a full course is largely increased.

BENEVOLENT INSTITUTIONS.

These are the State reform school, soldiers orphans' home, and institution for educating the deaf and dumb and blind. All have had a prosperous and successful year. Professor Noyes, principal of the last-named institution, reports the numbers in attendance: Deaf and dumb, 60; blind, 17; applications, 28. Besides these the census shows 55 deaf and dumb and blind children in the State of an age to attend school.

PROFESSOR WILLIAM O. HISKEY.—OBITUARY.

Professor William O. Hiskey, city superintendent of schools, Minneapolis, died of apoplexy, October 3, 1871.

He was born at Lexington, Ohio, May, 1838; graduated at Otterville College, 1861; after preaching about a year adopted the profession of teacher; was employed both as teacher and superintendent at Davenport, Iowa; came to Minneapolis in 1866; was two years principal of high school; was superintendent of schools till his death; president Young Men's Christian Association, and at the time of his death superintendent Methodist Episcopal Sabbath-school; closely identified with the missionary work on the line of the Northern Pacific Railroad, and ever ready to assume any duty, no matter how laborious, for the advancement of religion. The cause of his death may probably be traced to excessive labors imposed upon a constitution naturally weak. On his last Sabbath he preached in the forenoon at Saint Anthony's, superintended Sabbath-school at 2 p. m., held open-air services at 5 p. m., and addressed the Sabbath-school concert at the Centenary church in the evening. Arriving at home, he complained of feeling tired, and his wife suggested that he was trying to do too much; but he replied that he was never so happy as when attending to the work his hands found to do. That night he died, in the midst of what should have been his most useful years—died as many have died before, and as many will hereafter, for want of that self-control, that true temperance, which does not suffer the mind to overwork the body. "No citizen of Minneapolis was more universally respected, or more truly honored and beloved, than Professor Hiskey.

MINNESOTA ASSOCIATION OF SUPERINTENDENTS.

The sixth annual meeting of this association was held at Minneapolis in August. President Folwell presented a communication from a committee of the board of regents of the State university in regard to the preparation of a course of study for the high schools of the State that shall have a proper relation to the university courses.

Superintendent Burt read a paper on the topic, "Can parents and guardians generally be induced to give their children the advantages for education afforded in our public schools without laws compelling attendance?"

Superintendent J. W. Hancock read a paper on "Some of the benefits of county superintendency." Superintendent Thurston presented a paper on "The best time to commence summer schools," preferring the 15th of May as the commencement and the 25th of July as the close. Superintendent Thompson read a paper on the question, "How can the great evil resulting from the appointment of unqualified men to the office of county superintendent be remedied?" Superintendent Whiteman read a paper on the subject, "Should the rate of compensation of teachers in graded schools be determined by the age and advancement of their pupils?" Superintendent O. V. Tonsly read a paper on "School examinations," and this and the other topics presented were fully discussed.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Minnesota was the twenty-eighth State in population, having 439,706 inhabitants within an area of 83,531 square miles, an average of 5.26 persons to the square mile. This population consisted of 438,257 whites, 759 colored, and 690 Indians. Of these 279,009 were natives of the United States and 160,697 were foreign-born. Of the native residents 125,759 whites, 115 colored, and 617 Indians were born within its borders, while of the foreign residents 41,364 were born in Germany, 5,670 in England, and 21,746 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 96,793 persons attended school in 1870, and of these 13,061 were foreign-born. Of the white scholars 50,158 were males and 46,528 females, a total of 96,686. Of the 75 colored pupils 35 were males and 40 females. Sixteen male and 16 female Indians were also reported.

Illiteracy.—Twenty-four thousand four hundred and thirteen inhabitants of all races, 10 years old and over, were reported as unable to write, of whom 18,855 were foreign-born.

Age, sex, and race of illiterates.—Of the 23,941 white illiterates 3,802 were from 10 to 15 years old, and of these 2,122 were males and 1,680 females; 1,989 were from 15 to 21 years old, of whom 1,014 were males and 975 females; 18,150 were 21 years old and over, of whom 8,041 were males and 10,109 females. Of the 102 colored illiterates 6 were from 10 to 15 years of age, of whom 2 were males and 4 females; 15 were from 15 to 21 years old, of whom 11 were males and 4 females; 81 were 21 years old and over, of whom 44 were males and 37 females; 178 male and 192 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,479, having 2,886 teachers, of whom 979 were males and 1,907 females, to educate 107,266 pupils, 55,166 of whom were males and 52,100 females.

Amount and source of educational income.—The total income of all the educational institutions was \$1,011,769, of which sum \$2,000 were derived from endowment, \$903,101 from taxation and public funds, and \$106,668 from tuition and other sources.

Public schools.—The 2,424 public schools, with 2,758 teachers, 919 male and 1,839 female, were attended by 103,408 pupils, of whom 53,171 were males and 50,237 females. To educate these they possessed a total income of \$895,204, of which \$870,476 were derived from taxation and public funds and \$24,728 from tuition and other sources.

Colleges.—The 4 colleges, with their 31 teachers, 27 male and 4 female, were attended by 524 students, of whom 376 were males and 148 females. To educate these they possessed a total income of \$52,600, of which \$16,000 were derived from taxation and public funds and \$36,600 from tuition and other sources.

Academies.—The 3 academies, with 10 teachers, of whom 5 were males and 5 females, had an attendance of 133 pupils, 82 of whom were males and 51 females. They possessed an income of \$3,145 from tuition and other sources.

Private schools.—The 23 day and boarding schools had 28 teachers, of whom 8 were male and 20 female, and were attended by 959 pupils—488 male and 471 female—to educate whom they possessed an income of \$18,414, derived from tuition and other sources.

Libraries.—Five hundred and eighty-seven public libraries were reported with 160,790 volumes, and 825 private libraries with 200,020 volumes, in all 1,412 libraries, containing 360,810 volumes.

The press.—The 95 periodicals issued in the State had an aggregate circulation of 110,178 copies, and an aggregate annual issue of 9,543,656 copies.

Churches.—Of the 877 church organizations 582 had edifices, with 158,266 sittings, and the church property was valued at \$2,401,750.

Pauperism.—Of the 392 paupers 120 were native whites, 6 native colored, and 266 foreigners.

Crime.—Of 129 persons in prison June 1, 1870, 65 were native whites, 8 native colored, and 56 foreigners. Two hundred and fourteen persons were convicted during the year.

Age and sex of population.—Of the total population 142,665 were from 5 to 18 years old, of whom 72,657 were males and 70,008 females; 305,568 were 10 years old and upward, of whom 167,456 were males and 138,112 females.

Occupations.—One hundred and thirty-two thousand six hundred and fifty-seven persons of these ages were engaged in various occupations, of whom 121,797 were males and 10,860 females. Of these 75,157 were engaged in agricultural pursuits, of whom 74,663 were males and 494 females; 28,330 in personal and professional services, of whom 18,920 were males and 9,410 females; 10,582 in trade and transportation, of whom 10,559 were males and 23 females; 18,588 in manufactures and mechanical and mining industries, of whom 17,655 were males and 933 females.

Age and sex of working population.—Of the 132,657 employed persons 3,116 were from 10 to 15 years old, of whom 2,218 were males and 898 females; 124,961 were from 16 to 59 years old, and of these 115,195 were males and 9,766 females; 5,580 were 60 years old and over, of whom 4,384 were males and 196 females.

SCHOOL OFFICIALS.

Hon. H. B. WILSON, *State superintendent.*

*COUNTY SUPERINTENDENTS.

Countries.	Superintendents.	Post-office address.
Anoka.....	Rev. J. B. Tuttle.....	Anoka.
Decker.....	F. B. Chapin.....	Detroit City.
Benton.....	Rev. Sherman Hall.....	Sank Rapids.
Blue Earth.....	Erastus C. Payne.....	Mankato.
Brown.....	Ed. J. Collins.....	Leavenworth.
Carlton.....	William Shaw.....	Thompson.
Carver.....	J. Thomas Herker.....	Waconia.
Cass.....	Charles A. Ruffco.....	Leech Lake.
Chippewa.....	Joseph D. Baker.....	Montevideo.
Chicago.....	V. D. Eddy.....	Taylor's Falls.
Cottonwood.....	H. M. McGaughey.....	Windom.
Clay.....	J. F. Burnham.....	Glyndon.
Crow Wing.....	James S. Campbell.....	Brainerd.
Dakota.....	Philip Crowley.....	West Saint Paul.
Dodge.....	A. M. Church.....	Kasson.
Douglas.....	Smith Bloomfield.....	Alexandria.
Fairbank.....	R. W. Richards.....	Blue Earth City.
Fillmore.....	Rev. D. L. Kiehle.....	Freston.
Freeborn.....	Henry Thurston.....	Shell Rock City.
Goodhue.....	Rev. J. W. Hancock.....	Red Wing.
Hennepin.....	Charles Hoag.....	Minneapolis.
Houston.....	Dr. J. B. Le Blond.....	Brownville.
Isanti.....	Rev. Richard Walker.....	Spencer Brook.

*Revised November 1, 1872.

County superintendents—Continued.

Counties.	Superintendents.	Post-Office address.
Jackson	E. L. Brownell	Jackson.
Kanabec	Benjamin Norton	Brunswick.
Kandiyohi	J. H. Gates	Harrison.
Lake	Christian Weiland	Beaver Bay.
Le Sueur	M. R. Everett	Le Sueur.
Lyon	Rev. Ransom Wait	Lynd.
Lac qui Parle	Eli B. Miller	Montevideo, Chippewa Co.
Murray	J. E. Cutter	Lake Schetek.
McLeod	W. W. Pendergast	Hutchinson.
Martin	Rev. F. W. Morse	Tonhassen.
Meeker	H. I. Wadsworth	Litchfield.
Mille Lac	John A. Stoyell	Princeton.
Morrison	Lyman W. Ayer	Belle Prairie.
Mower	Hon. A. A. Harwood	Austin.
Nicollet	B. H. Randall	Saint Peter.
Noble	T. C. Bell	Worthington.
Olmsted	Sanford Niles	Rochester.
Otter Tail	N. H. Chittenden	Fergus Falls.
Pine	Morton Bryan	Fine City.
Pope	Henry G. Rising	Glenwood.
Ramsey	D. A. J. Baker	Saint Paul.
Redwood	Dr. W. D. Flinn	Redwood Falls.
Renville	Carter W. Drow	Beaver Falls.
Rice	George N. Baxter	Faribault.
Rock	J. Hart Loomis	Luzerne.
Saint Louis	Jerome Merritt	Onesta.
Scott	Patrick O. Flynn	Cedar Lake.
Sherburne	P. A. Sinclair	Elk River.
Sibley	Thomas Boland	Henderson.
Stearns	Bartholome Pirz	Torah.
Steele	Rev. George C. Tanner	Owatonna.
Swift	A. W. Lathrop	Benson.
Stevens	R. M. Richardson	Morris.
Todd	H. F. Lashier	Sauk Centre.
Wabashaw	T. A. Thompson	Plainview.
Waseca	Henry G. Mosher	Waseca.
Washington	Alexander Oldham	Stillwater.
Watowwan	Thomas Rutledge	Madella.
Winona	Rev. David Burt	Winona.
Wright	J. F. Lewis	Monticello.
Wilkin	J. D. Boyer	Brockenridge.
Yellow Medicine	J. A. White	Yellow Medicine City.

MISSISSIPPI.

[From report of Hon. H. R. Pease, State superintendent of public instruction, for the scholastic year ended December 3, 1871.]

SCHOOL FUND.

Amount of the common-school fund, (including fund appropriated under the act of 1859, Chickasaw and sixteenth-section fund, regarded as available.)	\$1,950,000 00
Amount of revenue received and paid into the treasury from the various sources provided by the constitution, and laws enacted since its adoption, accruing to the common-school fund.....	529,464 29
Amount of revenue by special county tax collected and paid into the county treasury, reported.....	683,784 19
Amount of the common-school income-fund apportioned to the several counties	172,550 35

FINANCIAL STATEMENT.

Amount expended for school sites.....	\$33,921 88
Amount expended for building and repairs.....	157,374 22
Amount expended for school furniture and apparatus.....	40,271 07
Amount expended for rent of rooms and buildings.....	25,601 18
Amount expended for school-books.....	14,481 16
Amount expended for teachers' salaries.....	624,233 44
Amount expended for superintendents' salaries.....	35,072 70
Total expenditures for the year ending January 1, 1872, (including miscellaneous expenses)	869,766 07
Expenditures since inauguration of school-system, (eighteen months).....	950,000 00

POPULATION AND ATTENDANCE.

White population	256,821
Colored population.....	285,687
Scholastic population, (white).....	120,073
Scholastic population, (colored)	126,769
Total scholastic population.....	246,842
Number enrolled in public schools, (white).....	66,257
Number enrolled in public schools, (colored)	45,429
Whole number enrolled in public schools.....	111,686
Number enrolled in private schools, (white).....	5,249
Number enrolled in private schools, (colored).....	1,154
Whole number enrolled in private schools	6,703
Grand total of pupils attending school.....	118,389
Average attendance in public and private schools.....	86,330

TEACHERS AND TEACHERS' PAY.

Number of white teachers, (males, 1,575; females, 681)	2,256
Number of colored teachers, (males, 253; females, 146).....	399
Whole number of teachers.....	2,655
Average monthly pay of teachers.....	\$58 90
Number of white teachers in private schools.....	391
Number of colored teachers in private schools	49
Total teachers in public and private schools	3,095
Number of certificates granted to white teachers.....	2,256
Number of certificates granted to colored teachers	399
Number of teachers' institutes held during the year.....	8
Number of teachers attending institutes during the year.....	188

SCHOOLS.

Number of public schools, (white, 1,739; colored, 862).....	2,601
Number of private schools, (white, 381; colored, 53).....	434
Whole number of schools, (in fifty-two counties).....	3,035
Number of graded schools, (in the State).....	100
Number of high schools, (in the State)	60
Number of evening schools, (in the State).....	60
Number of normal or training schools, (in the State).....	2
Average length of school term, 5 months and 10 days.	

SCHOOL-SITES AND SCHOOL-HOUSES.

Number of sites purchased	128
Number of sites donated	177
Number of houses erected, (white, 230 ; colored, 252).....	482
Number of buildings rented, (white, 355 ; colored, 264).....	619
Number of school-houses built in the State since the inauguration of the school-system	600

SCHOOL FURNITURE AND APPARATUS.

Number of school-houses provided with modern school-furniture.....	265
Number of schools furnished with blackboards.....	976
Number of schools furnished with wall-maps.....	131
Number of schools furnished with globes.....	80

VALUE OF SCHOOL PROPERTY.

Value of public-school property in fifty-two counties reporting.....	\$426, 204 87
Value of private-school property in fifty-two counties reporting.....	436, 700 00
Estimated value of public-school property in the State.....	800,000 00

SCHOOL LAW.

Of the school law adopted in 1870 the superintendent says: "From my experience in attempting to execute the law, I venture the assertion that in all the history of legislation there never was a statute enacted that was so difficult of construction, so ambiguous in its terms, and so conflicting in itself and with other laws in force."

At the last session of the legislature certain modifications were enacted in the school law, making it conform with other general laws. The law as it now stands contains many excellent features, but the system is too cumbersome and complicated. It fails in its scope, and lacks the essential conditions of a permanent success, viz: a well-regulated system of raising and managing the school revenues, and a comprehensive plan of supervision.

SCHOOL REVENUES.

The law provides for a common-school fund, consisting of the proceeds of all lands belonging to the State, fines, licenses, taxes, &c. Thus a foundation is laid for the accumulation of an immense school fund, which, if properly managed, will, in the course of time, afford revenue sufficient to support the schools without additional taxation. Under the existing policy the schools receive no benefit whatever from the fund, which already amounts to nearly \$2,000,000; and the school revenue is raised chiefly by local taxation, "a system altogether impracticable, wrong in principle, and in violation of the spirit, if not the letter, of the constitution."

Some counties levy a tax sufficient to defray the school expenses, others levy none at all. In many cases the school tax levied has been absolutely burdensome upon the people. It is estimated that a two-mill tax levied upon the taxable property of the State would afford ample revenue to defray the expenses of the department and pay teachers. It is recommended that this tax be levied, to be collected in currency.

SCHOOL LANDS.

The Government of the United States has, from time to time, since 1802, donated lands to the State for educational purposes, amounting in the aggregate to nearly 1,000,000 acres.

Nearly all of this munificent endowment has been disposed of and the proceeds squandered. Investigations already made show that thousands of acres of these lands, some of them the most valuable in the State, are held and occupied without the shadow of title. It is the purpose of the board of education to thoroughly investigate this matter and recover all lands thus illegally held.

"There are no means of arriving at a correct estimate of the value of the unsold school lands, but it can not be doubted that a very moderate degree of honesty, economy, and skill in the administration of the lands donated by the General Government for school purposes would have produced a revenue sufficient to have furnished perpetual and efficient free schools for all the people of both races in the State to the full extent of their needs forever."

The following table exhibits the amount of the proceeds arising from the sale and rental of school lands:

Amount arising from the sale of Chickasaw lands.....	\$526, 432 78
Amount held by the State in trust.....	815, 227 73
Amount of the proceeds arising from the sale and rental of sixteenth-section lands, about.....	1, 500, 000 00
Aggregate amount of the proceeds arising from the sale and rental of school lands, about	2, 326, 432 00

Of the proceeds of sale and rental of sixteenth-section lands, it is estimated that at least \$1,000,000 are a total loss, on account of the want of proper management.

SUPERVISION.

"Our system of State and county supervision is very defective. The law imposes the grave responsibility of superintending the public schools and general educational interests upon the State superintendent, and requires a guarantee of \$20,000 for the faithful discharge of these duties, while yet, as it now stands, it gives him no positive control. He is made president of the State board of education, but with no voice except in the case of a tie vote.

"The present system of county supervision is even more defective. Under the existing law, the office of county superintendent is practically a nullity." There are now three distinct agents—the board of supervisors, board of directors, and county superintendent—employed in supervising the schools of the county, and this too at an enormous outlay of time and money. The main source of complaint against the public-school system arises from the inefficiency and burdensome cost of conducting the present system of county supervision. The county superintendent is president of the board of directors, but has no power or voice in supervision. "As a measure of economy, to say nothing of efficiency, the abolition of the board of school directors is recommended."

The salary allowed county superintendents is entirely inadequate. Many of the best superintendents have already resigned, and others will resign unless the present system of supervision shall be changed, and a reasonable salary paid for their services. It is recommended that there be three grades of salaries established, based upon scholastic population: counties with a scholastic population not exceeding 3,000 to constitute the lowest grade, those containing not less than 3,000 nor more than 7,000 to constitute the second grade, and all with over 7,000 to constitute the first grade. It is also recommended that the office of county superintendent be made elective, and that the State board of education have the authority to remove any county superintendent for neglecting to perform the duties of his office, or for any other just cause shown.

TEACHERS.

"Our greatest present want is earnest, active teachers, skilled in the science and art of teaching. Of the whole number of teachers (upward of four thousand) employed in the public schools of the State, comparatively few are qualified for their work." To remedy this three things are considered necessary: First, to establish normal or training schools for teachers; secondly, to provide for the organization and maintenance of a vigorous system of teachers' institutes; thirdly, to offer inducements, by means of liberal salaries, to first-class teachers. The latter will do much to relieve the present pressure. The superintendent recommends the establishing of a minimum and maximum monthly salary for each grade of the common schools: For the third grade, a minimum of \$30 a month and a maximum of \$50; for the second grade, a minimum of \$50 and a maximum of \$75 per month; for the first grade, a minimum of \$75 and a maximum of \$125 per month.

It is believed that this plan will correct a wrong that has been practiced to a considerable extent in many counties—that of a very unjust discrimination between the white and colored teachers.

TEACHERS' INSTITUTES.

The superintendent says: "The establishment of teachers' institutes is the most practical measure to meet our immediate wants." County superintendents were instructed to organize institutes in their respective districts, and organizations were effected in eight counties. It is recommended that the State appropriate from the school fund the sum of \$3,000 for the maintenance of teachers' institutes in each county employing twenty-five teachers, and consolidate two or more counties when they employ less than that number.

HIGH SCHOOLS.

It is recommended that in each county containing a scholastic population of 7,000 there shall be established one or more high schools, with a normal department for the training of teachers for the primary schools. It should be made obligatory upon the county to furnish suitable buildings and meet the incidental expenses, the State to pay the teachers, and the salaries of the principals of high schools to be regulated by the State board of education.

UNIFORMITY OF TEXT-BOOKS.

Under the existing law, a uniformity of school-books is required in each county. It is made the duty of the boards of school directors to prescribe the text-books to be used

in the schools. The law has been generally complied with, so far as the mere adoption of a schedule of text-books by the boards of directors is concerned; yet in a majority of the counties it is practically null; and, as the law now stands, school-officers are utterly powerless to enforce the uniform use of books. Another serious evil connected with the present system is the frequent change of text-books. Under the existing law, the boards of school directors may adopt a new series of books for every term, or as often as they choose. It is recommended that when once a series of standard text-books shall have been adopted and introduced into the schools, no change shall be made for at least three years.

SCHOLASTIC YEAR.

The superintendent recommends a change in the law regulating the school year. The scholastic year should commence September 1, and terminate August 31. This change is deemed essential to the systematic conducting of the business of the department. Under the present law the superintendent is virtually allowed only fifteen days to prepare his annual report.

PUBLIC SENTIMENT.

No feature of the new system of government met with more determined opposition at the outset than did the school system. "A majority of the wealthy and intelligent classes, unable to divest themselves of irrational prejudices, contested the introduction of the people's schools with a determination that seemed, at times, likely to overwhelm and destroy them." A class of idle politicians and an unscrupulous press encouraged this partisan hostility, which at length culminated in open violence, particularly in the eastern portion of the State. Many cases of incendiarism and of violence toward teachers and school officers were reported.

During the past year a most marvelous revolution has taken place in public sentiment. In many localities where, at the outset, the people were most indifferent and the greatest opposition prevailed, the free-school system has become popular, and those who were most prominent in their hostility are now earnest advocates of popular education.

THE PEABODY FUND.

Of this State Dr. Sears says: "Considering the great disadvantage under which public instruction has been introduced and thus far carried on in this State, we must regard the results as highly encouraging."

There has been a rapid increase of public schools, accompanied with corresponding indications of increasing popular favor.

The disadvantages are careless and defective legislation, indifference to education, and opposition to free schools. These evils, it is hoped, will be temporary. With a school fund of nearly \$2,000,000, the State will not long let it be possible for the superintendent to report, as he does now, that "Under the existing policy the schools derive no benefit whatever from the fund." The school laws are incumbered with useless and heterogeneous enactments. The county organizations in particular are faulty, being at the same time expensive and inefficient.

The schools of Natchez and Vicksburg have become self-supporting. Jackson receives \$1,500; Summit, \$1,000; Hazlehurst, \$1,000; Crystal Springs, \$450; Kociusko, \$450; Yazoo City, \$750; Harpersville, \$300; Hillsborough, \$300.

The county superintendent says of Harpersville: "This school was opened in January for 11 months. The result has exceeded my most sanguine expectations in the additional number of pupils. Persons from ten miles round have rented houses for the purpose of giving their children a more liberal education. A new school-house, having a capacity for 350 children, has been built by a voluntary subscription of the citizens, at a cost of \$2,500, including a donation of \$500 from the State."

For the ensuing year arrangements have been made for colored schools at Hazlehurst, Crystal Springs, and Wesson, allowing \$200 to each. The county superintendent, in asking assistance for them, says: "We have three colored schools in this county, kept in operation five months by the free-school system and five by private subscription. They have a daily average attendance of over 100 each. These schools merit your aid. I should have made the request before, but I believed it would be better for them to be thrown for a time upon their own resources, that they might the more fully appreciate the benefit. One of these schools is at Hazlehurst, where there is a large school-house built by the colored people themselves, without the aid of the county or State board of education."

STATE NORMAL SCHOOL.

The number of pupils in attendance from the organization, November 15, 1870, to June 30, 1871, was 50. The school reopened in September with 35 pupils. Since the close of the first school-year 26 normal pupils have taught in the public schools of the State. Of these a number taught only two months, during the summer vacation, and returned to school at the opening of the fall term.

With insufficient room, and lacking necessary books, the normal school can not accomplish what it should. It is recommended that the legislature make an appropriation for a building. If there was a room suitable for a library, a large number of books could be procured without expense to the State.

County superintendents give encouraging reports of the thorough work done by the normal pupils. As the school has been in operation little more than a year, and the course of study embraces four years, no graduates have yet been sent out.

TOUGALOO UNIVERSITY.

The agricultural department is a marked feature of this institute. A plantation of some 500 acres affords facilities for instruction in practical farming, and at the same time gives those who desire it an opportunity to pay part or the whole of their expenses by manual labor. In the normal department there have been 47 students during the year. The institution is partly under the auspices of the American Missionary Association.

INSTITUTION FOR THE DEAF AND DUMB.

The report of this institution states that "in six months from the appointment of the board of trustees the institution has been placed in complete order and successful operation, and is now at the service of the State."

It was opened on the first day of December, and in a few days had a class of nine. An appropriation of \$5,000 was made for the outfit of the institution, and it is recommended that an additional appropriation of \$15,000 be made. It is estimated that there are 90 deaf-mutes of school-age in the State.

BLIND INSTITUTE.

There have been 29 pupils during the year, eight more than the previous year. It is recommended that the men's work-department be placed on a suitable footing, so as to render it efficient, enabling the pupils to earn an honorable livelihood. The building is in need of repairs, and is not well adapted for the purpose.

CENTRAL FEMALE INSTITUTE.

During the eighteen years of its existence, this institution has had an aggregate attendance of about 2,000, and, unlike most southern literary institutions, it did not suspend its regular exercises, even for a single day, during the entire war.

PEABODY PUBLIC SCHOOL.

This school was called into existence little more than a year and a half ago by a donation of \$1,000 from the Peabody fund. The first session of the school closed with 142 pupils on its roll; the present closes with 229. Last year the average attendance was 93; this year it has been about 170. This increased demand for education, and the satisfactory progress made by the higher department of the grammar school, induced the directory to take the necessary steps for carrying out the original plan of organization, in attaching to the present grammar school a high school, where all the branches of an academic course should be taught. In the organization of this higher department, the board determined, as a reward of merit, to pass, each year, three girls and three boys, free of charge, from the grammar school to the high school. For the present year there has been received from the Peabody fund \$1,500, and the town has appropriated \$2,000. The total expenditure for two years is \$5,000.

LAWRENCE BUSINESS COLLEGE.

The great necessity for the establishment of a first-class practical college at this point led to the organization of this college. It is connected with the great chain of Bryant and Stratton's International Business Colleges, but has at the same time a separate system and management of its own.

PASS CHRISTIAN COLLEGE.

This institution is in charge of the Christian Brothers, a society entirely devoted to the work of educating youth. Their system is founded upon the theory that education does not consist in a certain complement of facts stored in the memory, but in conducting the intellect to the discovery of truth by the pure efforts of its own innate activity. Therefore they regard the communication of knowledge as only of subordinate importance when compared to the intellectual exertion made in the

endeavor to acquire clear, distinct, and adequate notions of all facts submitted to the mind. To carry into effect those fundamental and crowning principles of an enlightened and practical education is the chief aim of the faculty and professors.

MISSISSIPPI COLLEGE.

In the general bankruptcy of the South consequent upon the war, this college lost a large endowment, but its buildings, though in a somewhat injured condition, together with its apparatus and libraries, were saved. A debt of several thousand dollars had been incurred, on account of which a judgment had been obtained, and the execution was about to be made upon the property. Such was the condition of the institution when, in the fall of 1867, the board of trustees resolved to resume the exercises, which for four years had been virtually suspended. Through the influence of the president, Rev. Walter Hillman, money was obtained from the North sufficient to repair in part the buildings and stay the threatened execution. Since that time the number of students has constantly increased. Measures have been taken, with every prospect of success, to raise money to pay off the indebtedness, and to re-endow the college and put it upon a more permanent basis.

UNIVERSITY OF MISSISSIPPI.

It is the purpose of the trustees to erect a building for the department of preparatory education. For the present, the preparatory class will be continued as a substitute for the university high school, and in this class candidates for the first year's study in the university will be carefully trained. The school of medicine will be organized upon the plan pursued in the University of Virginia, which has proved eminently successful. Students preparing for the ministry of any denomination of Christians will be admitted into each class without tuition fees. The sum of \$5,000 has been appropriated to enlarge the library. A reading-room has been authorized by the board, to be furnished with the leading American and foreign journals.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Mississippi was the eighteenth State in population, having 827,922 inhabitants within an area of 47,156 square miles, an average of 17.56 persons to the square mile. This population consisted of 382,806 whites, 444,201 colored, 16 Chinese, and 809 Indians. Of these, 816,731 were natives of the United States and 11,191 were foreign-born. Of the native residents, 244,236 whites, 319,360 colored, and 546 Indians were born within its borders, while of the foreign residents 2,960 were born in Germany, 1,018 in England, and 3,359 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 39,141 persons attended school, and of these 56 were foreign-born. Of the white scholars 17,139 were males and 16,264 females—a total of 33,403. Of the 5,738 colored pupils, 2,768 were males and 2,970 females.

Illiteracy.—Three hundred and thirteen thousand three hundred and ten inhabitants of all races, 10 years old and over, were reported as unable to write, of whom 827 were foreign-born.

Age, sex, and race of illiterates.—Of the 48,028 white illiterates, 14,729 were from 10 to 15 years old, and of these 8,174 were males and 6,555 females; 10,196 were from 15 to 21 years old, of whom 5,447 were males and 4,749 females; 23,103 were 21 years old and over, of whom 9,357 were males and 13,746 females. Of the 264,902 colored illiterates, 46,682 were from 10 to 15 years of age, of whom 24,076 were males and 22,606 females; 50,083 were from 15 to 21 years old, of whom 23,216 were males and 26,867 females; 163,137 were 21 years old and over, of whom 80,810 were males and 87,327 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,564, having 1,728 teachers, of whom 1,054 were males and 674 females, to educate their 43,451 pupils, 22,793 of whom were males and 20,658 females.

Amount and source of educational income.—The total income of all the educational institutions was \$780,339, of which \$11,500 were derived from endowment, \$167,414 from taxation and public funds, and \$601,425 from tuition and other sources.

Colleges.—The 18 colleges, with 64 teachers, 32 males and 32 females, were attended by 1,292 students, of whom 500 were males and 792 females. To educate these they possessed a total income of \$80,700, of which \$11,500 were derived from endowment, \$22,700 from taxation and public funds, and \$46,500 from tuition and other sources.

Academy.—The one academy, with 8 teachers, of whom 3 were males and 5 females, had an attendance of 123 female pupils. It possessed a total income of \$4,450, of which \$450 were derived from taxation and public funds and \$4,000 from tuition and other sources.

Private schools.—The 1,542 day and boarding schools had 1,649 teachers, of whom 1,018 were male and 631 female, and were attended by 41,965 pupils, 22,259 males and 19,706 females, to educate whom they possessed a total income of \$683,000, of which \$133,325 were derived from taxation and public funds and \$549,675 from tuition and other sources.

Libraries.—Five hundred and thirty-seven public libraries were reported with 88,376 volumes, and 2,251 private libraries with 400,106 volumes; in all, 2,788 libraries containing 488,482 volumes.

The press.—The 111 periodicals issued had an aggregate circulation of 71,868 copies and an aggregate annual issue of 4,703,336 copies.

Churches.—Of the 1,829 church organizations, 1,800 had edifices with 485,398 sittings, and the church property was valued at \$2,360,900.

Pauperism.—Of the 809 paupers 413 were native whites, 380 native colored, and 16 foreigners.

Crime.—Of 449 persons in prison, June 1, 1870, 128 were native whites, 293 native colored, and 28 foreigners. Four hundred and seventy-one persons were convicted during the year.

Age and sex of population.—Of the total population 278,999 were from 5 to 18 years old, of whom 141,412 were males and 137,587 females; 581,206 were 10 years old and upward, of whom 298,185 were males and 293,021 females.

Occupations.—Three hundred and eighteen thousand eight hundred and fifty persons of these ages were engaged in various occupations, of whom 232,349 were males and 86,501 females. Of these 259,199 were engaged in agricultural pursuits, of whom 193,725 were males and 65,474 females; 40,522 in personal and professional services, of whom 20,430 were males and 20,092 females; 9,148 in trade and transportation, of whom 9,076 were males and 72 females; 9,981 in manufactures and mechanical and mining industries, of whom 9,118 were males and 863 females.

Age and sex of working population.—Of the 318,850 employed persons 42,457 were from 10 to 15 years old, of whom 28,671 were males and 13,786 females; 258,913 were from 16 to 59 years old, and of these 188,832 were males and 70,081 females; 17,480 were 60 years old and over, of whom 14,846 were males and 2,634 females.

SCHOOL OFFICIALS.

Hon. H. R. PEASE, *State superintendent of public education.*

LIST OF COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office address.
Adams.....	C. C. Walden.....	Natchez.
Attala.....	I. H. Alexander.....	Kosciusko.
Alcorn.....	F. A. Beazley.....	Corinth.
Amite.....	W. B. Redmond.....	Liberty.
Benton.....	G. N. Dickerson.....	Salem.
Bolivar.....	B. K. Bruce.....	Thoreyville.
Calhoun.....	S. M. Roane.....	Sarepta.
Carroll.....	S. M. Sykes.....	Duck Hill.
Chickasaw.....	A. J. Jamison.....	Okolona.
Choctaw.....	E. B. Wooley.....	Greensborough.
Claiborne.....	W. D. Spott.....	Port Gibson.
Clark.....	Robert Scales.....	Enterprise.
Coahoma.....	John Cochran.....	Friar's Point.
Colfax.....	James Williams.....	West Point.
Copiah.....	George J. Mortimer.....	Hazlehurst.
Covington.....	E. W. Larkin.....	Mount Carmel.
De Soto.....	John Richardson.....	Hernando.
Franklin.....	I. Buckles.....	Meadville.
Green.....	John McGinnis.....	State Line.
Grenada.....	L. L. Williams.....	Grenada.
Hinds.....	I. C. Tucker.....	Jackson.
Holmes.....	I. Burnham.....	Lexington.
Hancock.....	B. Sones.....	Bay Saint Louis.
Harrison.....	Caleb Lindsey.....	Pass Christian.
Issaquena.....	I. F. Goodman.....	Gibson's Landing.
Itawamba.....	W. T. Elliott.....	Fulton.
Jackson.....	I. L. Osborne.....	East Pascagoula.
Jasper.....	L. J. Bingham.....	Garlandville.
Jefferson.....	Lemuel Long.....	Fayette.
Jones.....	K. M. Watkins.....	Ellisville.
Kemper.....	William Kellis.....	Kellis's Store.
Lincoln.....	W. S. Baggett.....	Brookhaven.
Lauderdale.....	Raylor Palmer.....	Meridian.
La Fayette.....	W. F. Elliott.....	Oxford.
Lewis.....	I. N. Bishop.....	Columbus.

LIST OF COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	Post-office address.
Lee	E. D. Barton	Tupelo.
Lawrence	C. C. Eivers	Monticello.
Leake	H. H. Howard	Carthage.
Leflore	S. Upshon	Greenwood.
Madison	John Williams	Canton.
Marion	S. A. Foxworth	Columbia.
Marshall	L. C. Abbott	Holly Springs.
Montgomery	Walter Gould	Winona.
Monroe	I. Tyndall	Aberdeen.
Newton	E. D. Beattie	Decatur.
Neshoba	G. H. Huddleton	Coffadelliah.
Noxubee	I. R. Moore	Macon.
Oktibbeha	David Pressley	Starkville.
Prentiss	I. S. Thompson	Baldwyn.
Panola	H. I. Harding	Sardia.
Perry	M. McCullum	Augusta.
Pike	W. I. Purcell	Summit.
Pontotoc	St. Clair Lawrence	Pontotoc.
Rankin	S. J. Proctor	Brandon.
Scott	I. W. Lack	Hillsborough.
Simpson	I. F. Alexander	Westville.
Smith	L. E. Russell	Raleigh.
Sun Flower	G. W. Bowles	Johnsonville.
Tishomingo	I. T. Truman	Iuka.
Tippah	T. B. Winston	Ripley.
Tunica	Edmund Carter	Austin.
Tallahatchee	W. B. Avery	Garnna.
Union	James L. Jones	New Albany.
Warren	M. Gillman	Vicksburgh.
Washington	C. P. E. Johnson	Greenville.
Winston	I. M. Davis	Louisville.
Wayne	Thomas Hutchinson	Shubita.
Wilkinson	E. H. Osgood	Woodville.
Yazoo	P. F. Bailey	Yazoo City.
Yalabusha	S. B. Brown	Water Valley.

MISSOURI.

[From report of Hon. John Monteith, State superintendent of public instruction, for the year 1871.]

SCHOOL FUND.

Amount of public-school fund	\$4, 689, 423
Income of school fund for the year	339, 568

FINANCIAL STATEMENT.

Received from State fund	\$339, 568
Received from county fund	157, 612
Received from township fund	188, 644
Amount of school tax collected	1, 001, 750

Total receipts for school purposes	1, 687, 574
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Expended for teachers' salaries	\$887, 019
Buildings and other expenses	862, 030

Total disbursements	1, 749, 049
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Cost per scholar, based on enumeration	\$2 75
Cost per scholar, based on attendance	5 30

ATTENDANCE.

Population of the State	1, 721, 295
White scholastic population, (males, 309,035; females, 288,235).....	597, 270
Colored scholastic population, (males, 18,978; females, 18,195).....	37, 173
Total scholastic population	634, 443
Number enrolled in public schools, (males, 174,171; females, 155,899).....	330, 070
Increase over last year	49, 597
Daily average attendance	187, 024
Number attending private schools	29, 398
Number not attending any school, (males, 138,849; females, 136,126).....	274, 975

TEACHERS AND TEACHERS' PAY.

Number of teachers, (males, 5,755; females, 3,061).....	8, 816
Increase over last year	1, 950
Number of white teachers	8, 761
Number of colored teachers	55
Average monthly pay of teachers	\$35 00

SCHOOLS AND SCHOOL-HOUSES.

Number of sub-districts reported	7, 048
Number of schools reported, (white, 6,730; colored, 212).....	6, 942
Increase over last year	1, 524
Average time schools were maintained, (exclusive of Saint Louis).....	4½ months.
Number of new school-houses	703
Whole number of school-houses	6, 387

THE COMMON SCHOOLS.

The reports of county superintendents show that the common schools have almost universally increased in the materials of strength, enlarged in size, and grown more and more in favor with the people. This prosperity is attributable in part to the improved temporal condition of the people, but mainly to a growing appreciation of the importance of education. The obligation of property to sustain education is coming to be better understood and acknowledged. The relation between property and general intelligence is more widely recognized. It is ascertained, too, that property must pay for police to protect its safety, or for criminal prosecutions to bring offenders to justice, if it does not pay for education.

“ It may not be irrelevant to state, in this connection, that one county has drawn

upon the State treasury to the amount of over \$3,000 for criminal prosecution, and during the same period paid its best teacher but \$30 a month, supported but 1 private and 15 public schools, and returned an estimated value of school buildings and grounds amounting to \$915, all told. The assessed valuation of the land in this county is but \$1.04 per acre, lower than that of any other county in the State, with one exception. This is not a mere coincidence. It can be demonstrated that in those portions of the State where crime is most abundant, where fugitives from justice in other States have found the most welcome asylum, and where the power of the law is weakest, there is almost no organized system of public instruction; and here are found the most violent opponents of education."

SCHOOL LANDS.

The report of the board of education in regard to school lands states that in many of the counties the records, vouchers, and papers relating to the school funds, and to the disposal of the sixteenth-section and swamp and overflowed lands, have been swept away in the late war. The records that remain furnish the following:

Total county fund, (110 counties reported).....	\$2, 040, 646 18
Total township fund, (110 counties reported).....	2, 110, 036 56
Grand total, (110 counties reported).....	4, 150, 682 74
Deduct amount improperly secured or lost.....	180, 202 72
Total available fund.....	<u>3, 970, 480 02</u>

The fund actually available is less than here reported, as all losses are not stated. The number of acres of swamp-land given to the counties of the State was 4,300,900. The area remaining unsold is 1,932,157 acres. This is probably in excess of the true figures. Of the sixteenth-section lands about 536,263 acres remain.

The total number of acres of school lands now in possession of the counties does not exceed 2,468,420. Had the original 4,300,900 acres been preserved for the objects to which they were appropriated, and their sales been honestly conducted and accounted for, the State would now have a county-school endowment amounting to \$12,000,000. This, added to the present State school fund, would give a total of \$14,000,000.

The school endowment began to decay from the moment it was delivered into the hands of the county courts. The board asks that all past legislation respecting the custody of the school lands and the funds arising therefrom be corrected or repealed. They also recommend that the school endowment of each county be placed in the custody of a school officer, who shall give bonds for the proper use of this trust, and that this officer be the county superintendent in each county; that in counties where school funds have been used for county purposes, the courts be required to provide by special tax for the repayment of such sums; and that the attorneys of the State board of education have power to institute proceedings in the proper courts, to ascertain the amounts thus taken from the school fund, and also to collect by suit all overdue school bonds which are likely to be lost by reason of neglect on the part of those who now manage the collection of these funds.

"As the case stands at present, the political influences that gather about those whose duty it is to prosecute these matters often induce an inactivity that allows the opportunity to pass by, while the people remain ignorant of the manner in which their children's greatest and most precious patrimony is going to decay."

SCHOOL TAX.

The rate of tax has been 17 mills on the dollar, estimating the taxable property of the State at \$575,000,000. The rate of tax for teachers' wages is a little less than 9 mills on the dollar. "It is evident that the attention of the State should be turned to the recovery and proper care and investment of the county and township school endowments, rather than to the diminishing of the present rate of taxation for school purposes. Another serious difficulty lies in the discrepancy between the assessment and collection of taxes. The complaint of heavy taxation for school purposes is largely caused by the constant accumulation of delinquent taxes. The present system of passing school moneys through so many different hands, with a commission deducted at each transfer, is another just cause of complaint. All things considered, however, the people are to be commended for their fidelity to the pecuniary interests of the schools."

SCHOOL LAW.

It has been the special effort of the department of education to aid the legislature in the construction of a school law which shall be consistent in all its parts and meet the wants of different parts of the State. The late superintendent, Mr. Divoll, made

the suggestion that there should be a suspension of all attempts at school legislation until the opinions and wants of the people could be consulted, and he proposed making a canvass of the State for this purpose. This plan has been carried out so far as possible, and by this means the committees have been put in possession of such information as is necessary to guide them in the drafting of an equitable and improved law. It is believed that the bill reported by the house committee on education, while it is not, in many respects, what the friends of education could desire, is, on the whole, a fair representation of the average opinions of the people, and, in several essential particulars, a decided improvement over the present law, of which Mr. Divoll said, "The school law is a disgrace to the statute-book."

What is most needed is a simple, plain law, without amendments, which the unpracticed director can easily understand and apply. The following changes were recommended: that the feature of township boards be abandoned; the power of local directors to levy taxes for building purposes be curtailed; the number of school directors be reduced, and that measures be adopted to increase the efficiency of county supervision.

SCHOOL-HOUSES.

A striking contrast exists between the country and town school-houses of the State. "The school-house frequently indicates the measure of esteem in which education is held in the community. In the country sub-districts there exists in many instances the log building without windows, except a lid held open by a peg, making an aperture, which solves the problem both of light and ventilation; without a floor save the ground; and with a roof which, though it does not repel the rain, furnishes special advantages for the study of astronomy." The remedy for this lies in the fusion of sub-districts.

Several fine school edifices have been erected in the towns during the year. It is deemed necessary to give a caution against extravagance in the cost of town school-houses. The people are, in some instances, by erecting school-houses of extravagant cost, weakening their ability to maintain thorough systems of instruction for the schools. It is suggested that, for the present, the people shall content themselves with plain buildings, and apply their means to securing better teachers, larger schools, and the best facilities of instruction.

TEXT-BOOKS.

Uniformity of text-books is not considered either practicable or desirable. Different communities require a different adaptation of books. Uniformity in the same school should be secured; and when once secured the law should forbid frequent changes.

TEACHERS.

The superintendent remarks that "so large is the proportion of inferior teachers that the general average of competency is reduced to a humiliating point." A partial remedy would lie in a more stringent application of the law in the licensing of teachers; but there is frequently no choice between giving a certificate to an unqualified person and the deprivation of some district of a school altogether. In many cases the people fail to offer a remuneration sufficient to command the services of a competent teacher. Another difficulty is the tardiness with which teachers' wages are paid, they being often compelled to wait a year, and sometimes two years, for their salaries.

STATE CERTIFICATES.

The department has found it necessary to resort to a somewhat radical measure in regard to State certificates. The design of the law in establishing the State certificate was that it should stand above the normal-school diploma, or any certificate of qualification given in the State. A different impression, however, has been allowed to prevail, and a large number of State certificates are abroad that have been given upon no personal or written examination. As a measure deemed necessary to the very preservation of the certificate, and upon legal advice as to its legitimacy, a circular was issued revoking all State certificates issued prior to January 1, 1871, the same to take effect July 1, 1872.

TEACHERS' INSTITUTES.

Aside from the two normal schools, limited as yet in the reach of their influence, the county teachers' institute is the main dependence for the improvement of the great mass of teachers. The number of institutes held during the year was 84. In almost every instance encouraging results have been reported. The chief wants of the institute are, a small fund to meet current expenses, and an obligation requiring all teachers in the county faithfully to attend, with a corresponding privilege on the part of teachers to draw their wages for so much of the regular term as is spent in attendance upon the institutes.

DISTRICT PUBLIC-SCHOOL CONVENTIONS.

"Among the forces at work in our State, giving unity and strength to our public-school system, none is more directly and sensibly felt than that which is known as the district convention. In these conventions all the conflicting elements in the system are discussed and thrown off or harmonized, narrow tendencies become liberalized, and the bitter prejudices of ignorance are often blown away by the first breath of enlightened public sentiment."

COMPULSORY EDUCATION.

The constitution of the State provides that "The general assembly shall have power to require, by law, that every child of mental and physical ability shall attend the public schools during the period between the ages of 5 and 18 years, for a term equivalent to 16 weeks, (annually,) unless educated by other means." It is questioned "whether this last exercise of the law needs ever to be resorted to;" and it is believed that "the time has not yet come to enact forced attendance upon schools in Missouri." For the present it is considered better to "build school-houses, improve the system of instruction, and deepen and widen a healthy educational sentiment," as the means of securing attendance upon the schools.

METHODS OF TEACHING.

"Improved teaching machines are demanded by our country districts as much as improved agricultural implements." "It will be a prominent object of the department in future to look carefully to the interests of the country schools, with the excellence and economy of teaching in view." It is recommended that the study of geography be greatly modified, if not entirely changed; and it is suggested that the teaching of grammar should have a better substitute. The present system fails of any practical result. It would be better to occupy the first few years of grammar in committing to memory some of the best poetry (as is the custom in Swiss schools) and selections from English literature, which not only interest, but form a correct taste and habit of expression.

VOCAL MUSIC.

It has been objected against the introduction of vocal music into the schools that it is a mere superfluity. This idea is earnestly combated. Music "is an indispensable relief to the present starvation of the ordinary child-life." We need a new era in music. "Every where in rural Missouri, men, women, and children sing, but every song is in the minor key. Every country school should be cheered by the liveliest of song; and who can tell how soon, under the rapture of a new note from the voices of our children, we may forget the dissensions of the past?"

THE BIBLE IN THE SCHOOLS.

The hope that the controversy that has of late disturbed the peace of the schools in other States would not return to complicate the condition of education in Missouri has for the most part been realized. A few instances only have occurred during the year, and in every instance the contest has been between opposing prejudices. It is usually narrowed down to the question, "Who shall give up or back down?" The course of wisdom seems to be to recognize the distinctive character of the public schools. They are established solely for intellectual and moral training; not for religious purposes at all. There is no authority in the constitution of the schools for the reading of the Bible as a religious exercise. "But if the public school is not the place where the religious use of the Bible may be insisted upon, equally is it not the place where any instruction reflecting upon the Bible, or upon any sect, is to be tolerated."

PUBLIC-SCHOOL LIBRARIES.

The establishment of public libraries is looked to as a potent instrumentality in creating a demand for good schools, and in sustaining them when established. The quality of instruction in the schools will seldom rise higher than the general level of intelligence in the surrounding country. When public libraries are maintained as an integral part of the public-school system, the latter will be in a fair way to reach its greatest possible efficiency.

HIGH AND GRADED SCHOOLS.

No single agency tends more efficiently to assist the schools of the rural districts than the graded institution of the populous centers. Commonly they are the normal schools for a wide region of country about them. It is recommended that county superintendents secure, in addition to the statistical tables of these schools, such a narrative statement as shall show the general management adopted and the methods pursued.

COLORED SCHOOLS.

The schools for colored children, where they have been efficiently conducted, have evinced on the part of the children and youth an eagerness and ability to learn with rapidity. The colored people in some localities meet serious obstacles in the way of securing schools. It is recommended that when the local board fails to establish such schools, the duty be laid upon the county superintendent, and he be required to secure for them equal advantages with those furnished to white children. The maximum limit of school-age for the colored people should be removed, and any person be permitted to enjoy educational privileges who so desires.

INDUSTRIAL AND REFORM SCHOOLS.

The necessity of establishing schools specifically for the prevention and cure of crime in neglected and delinquent youth, has been brought to notice by the governor of the State, with well-chosen words and timely appeal. No subject lies more legitimately within the scope and duty of the public-school interest. A law under which reformatories and industrial schools may be established can not be too soon enacted.

SAINT LOUIS.

CONDITION OF SCHOOLS.

The per cent. of school attendance on the average number belonging is 93; on the whole number enrolled, 67. There have been 27,031 cases of tardiness; 1,420 pupils have not been absent during the term of enrollment, and 17,117 have not been tardy.

The public-school library has continued to flourish to a remarkable degree. It now numbers about 27,000 volumes, and has 3,500 members.

WARRENSBURGH.

NORMAL SCHOOL.

The location of the State Normal School at this point, offering facilities for instruction in the higher branches, has destroyed the necessity of a high school.

LOUISIANA.

PUBLIC-SCHOOL ATTENDANCE.

Three buildings are used for school purposes, two of which are owned by the board. Number of rooms, 13; number of sittings, 720; value of school lots, \$3,000; value of building and furniture, \$22,000. Of the number enrolled in school, 102 attended less than 20 days, and full 500 children attended no school during the year; about 100 of this number are between 5 and 15 years of age. The annual cost of instruction, estimated on the average number belonging, is \$14.12 for each child; estimated on the total enrollment, the cost is \$8.01 for each child. German is taught in the schools, and the progress is satisfactory.

KANSAS CITY.

CONDITION OF PUBLIC SCHOOLS.

Four years ago the city was utterly destitute of school accommodations. The board of education elected in July, 1867, came into possession of no school property whatever. It has required the unremitting diligence of the board to overtake the large and increasing demand for school accommodations; but, in spite of these and other disadvantages, a system of public schools has been built up, which may justly be regarded with pride.

The buildings now under the control of the board are capable of seating at least 50 per cent. of the scholastic population, and the value of the school property, including buildings, grounds, furniture, and apparatus, is not less than \$190,000. During the past year the attendance has been more regular than in preceding years, and there has been a marked improvement in discipline.

MUSIC AND DRAWING.

Some progress has been made in the teaching of vocal music. The same can not be said of drawing, in which the instruction has been far from satisfactory. The teachers have manifested a willingness to do all in their power, but, unskilled themselves, they can give but feeble aid to pupils.

TEACHERS' INSTITUTES.

The attendance at teachers' institutes has been excellent, and the salutary effect upon the schools quite manifest.

The cost of tuition, taking the average number belonging as the basis, is \$14.42 for each pupil.

SAINT JOSEPH.

COST OF SCHOOLS.

The cost of sustaining schools in Saint Joseph is less than in most of the western cities. The expense for the last year was only \$12.26 per scholar on the number enrolled, and \$18.25 per scholar on the number belonging.

TUITION FEES TO BE ABOLISHED.

It is greatly regretted that circumstances have rendered it necessary to impose a tuition fee for at least a portion of the current year. The board had resolved to abolish this fee, and make the schools entirely free to resident pupils. But the increased number of pupils rendered it necessary to open three additional schools, and the wind-storm which swept over the city in the month of August, 1870, damaged two of the school-houses to such an extent that nearly \$2,000 were needed for repairs. There was a marked improvement in the schools during the months when they were entirely free. The fee has not been oppressive, and no one has been excluded from the schools on account of inability to pay; nevertheless the levying of this fee has furnished occasion for more complaints and dissatisfaction than any and all other causes combined.

DRAWING AND MUSIC.

The superintendent recommends that provision be made as soon as possible for regular and systematic instruction in drawing and music.

NORMAL SCHOOLS.

The North Missouri Normal School, at Kirksville, had been in successful operation for three and a half years before the establishment of the State normal schools. It was established and conducted with the expectation that it would eventually become one of a system of State normal schools, and opened as a State school, January 1, 1871, with 200 students. The second normal school, at Warrensburgh, has not yet completed the second year of its history. In view of the inability of these two schools to supply the demand for teachers, (at least 2,000 each year,) and of the great expense of establishing and sustaining other normal schools, it is suggested that boards of normal instructors be organized in the remaining congressional districts, to hold a session of three months' duration, at three different places within the limits of the district, each year. They could easily furnish 1,400 teachers yearly, from the seven districts, at an expense of \$28,000; while the yearly cost of the same number of teachers under the permanent system would be \$259,000. This plan is recommended to the consideration of the legislature, before any further expense is incurred for the establishment of permanent normal schools.

LINCOLN INSTITUTE.

This institution has been sustained almost wholly by contributions and subscriptions from the friends of the colored people. A year ago, the legislature made an annual appropriation of \$5,000, and the institute has now become an integral part of the educational system of the State. The corps of teachers is an able one, and the instruction thorough.

The idea of Lincoln Institute originated with the Sixty-second Regiment United States Colored Infantry. The regiment contributed \$5,000 to carry out their idea, and the soldiers of the Sixty-fifth Regiment added \$1,379 to this sum. The work began in September, 1866, with two pupils. In 1870 the legislature passed a bill to endow Lincoln Institute as a State normal school for training colored teachers, and in 1871 the building now occupied was completed. It is a substantial brick building, constructed according to the most modern and approved plan. Cost of building, (including ground,) \$33,500.

MISSOURI INSTITUTE FOR THE DEAF AND DUMB.

The report of this institution shows it to be in a prosperous condition. Every year a class of children is presented who can not be received, as the law contemplates only

the support of a school for intelligent deaf-mutes, and not of an asylum for imbecile and idiotic children. The importance of establishing an asylum for such children (of whom it is estimated there are not less than 600 in the State) is urged upon the legislature.

MISSOURI INSTITUTION FOR THE EDUCATION OF THE BLIND.

The twentieth annual report of this institution states that the number of pupils during the year (88) is larger than during any previous session; and 32 were refused admission for want of room. The age of admission is fixed by law from 5 to 25. The progress of the pupils in the various departments has been very gratifying. At the last meeting of the general assembly an appropriation of \$50,000 was made for the purpose of remodeling and enlarging the building. When this is done, there will be accommodations for 200 pupils. The number of blind persons of school-age in the State is estimated at 233. The increase during the last decade has been more than 100 per cent.

UNIVERSITY OF MISSOURI.

The report of the board of curators speaks of the year ended June 26, 1872, as a year of uninterrupted prosperity and growth in the various departments of the university. Among the items enumerated as indicating progress are: 1. The increased number of students, now nearly 300; 2. The furnishing and equipment of the new scientific building, at a cost of about \$50,000; 3. Enlarged instruction in different departments, as in drawing, in connection with engineering, in modern languages, and in the agricultural department; 4. The enlargement of the library, by the donation of many rare and most valuable books; 5. The beautifying of the university campus; 6. The organization of the department of military science; 7. The opening of the law college; 8. The cheapening of tuition, so that the whole expense for the entire year can not exceed the sum of \$20.

The plan of the university includes: 1. The collegiate course; 2. The scientific course; 3. The college of agriculture and mechanic arts, embracing a school of engineering, a school of analytical chemistry, and a school of mining and metallurgy; 4. A normal school; 5. A law school; 6. A school of preparation for the other departments.

SCHOOL OF AGRICULTURE.

No time was lost in the establishment of the department of agriculture, after the location was made. The college had been in operation for more than a year before a single dollar from the agricultural fund, constituting its endowment, came into the hands of the board; and even yet, and that very recently, only \$3,000 have been received. The president expresses a fear that, in the ardor to meet the expectations and wishes of the agricultural community, rather too much has been attempted. The number of students the first year was 26; in this, the second year, the number is 58. By the act locating the agricultural college in connection with the university, Boone County was required, as a condition of the location, to give \$30,000 in cash and 640 acres of land for the use of the university.

THE SCHOOL OF MINES.

The school of mines, though forming an integral part of the university organization, was, by act of the legislature, to be located, under certain conditions, in the mineral district of Southeastern Missouri, and to receive for its support one-fourth part of the income from the agricultural-college land-grant. The school was required to be located in that county of the mineral district that should give the largest available amount of money and land for the purposes of the proposed school. Phelps County offered the value of \$130,545, and the school of mines was fixed at Rolla, in that county, on the site known as Fort Wyman, one of the grandest situations in the State, and in the midst of one of the richest mining districts in the world. The site consists of 130 acres for college buildings and grounds, and of 40 acres for practical and experimental purposes.

CO-EDUCATION OF THE SEXES.

The admission of women students to the privileges of the university has been gradual. At first they were admitted only to the normal department, to qualify themselves as teachers. "By degrees, and carefully feeling our way, as though explosive material was all around us, we have come to admit them to all the classes in all the departments, just as young men are admitted." The special want of the university to-day is a college-home for young women who wish to pursue university studies.

The legislature has appropriated the sum of \$166,000 for the university, and \$35,000 for the school of mines. The former appropriation is simply the repayment, with interest, of the seminary fund held in trust by the State for the university. The county system of appointment has been abolished, and the payment of an annual entrance of

§10 admits all youth residents of the State, between 16 and 25, to the preparatory, practical, scientific, and literary departments. The board establishes the rate of charges for law students or those of other strictly professional schools.

The governor, in his annual message, recommended a winter course in agriculture and science; also, that scholarships in the university should be offered as a reward of excellence in high schools.

During the year the university has received several valuable donations of books, and 300 models of various kinds from the Patent-Office at Washington.

WASHINGTON UNIVERSITY.

This university is an endowed institution, chartered by the State. The terms of the charter forbid all sectarian or party tests and discriminations. It can not, therefore, have a theological department, but otherwise embraces the whole range of university studies. It comprises five distinct departments: the academy, the Mary institute, (for young ladies,) the college, the polytechnic department, and the law school. All the departments are open to women.

During the year a course of mining and metallurgy has been established in connection with the polytechnic department, and is now in full working order. The free evening schools of Saint Louis are the direct outgrowth of the polytechnic institute. Established at first for purely technological instruction, they were soon extended to meet the pressing demand for general education.

The course of study in the law school is designed to prepare young men to a degree far above the ordinary standards of admission to the bar for the practice of the profession. Moot courts are regularly held every week during the term by the professors, all of whom are engaged on the bench or at the bar, thus securing fresh and familiar acquaintance with the art and science of law. The law library contains upward of 2,500 volumes.

Twenty scholarships in the collegiate and scientific departments are open to students of the Saint Louis high school. A trust fund of \$30,000 has been accepted by the university from the Western Sanitary Commission, for the establishment of twenty free scholarships, to be filled by descendants of Union soldiers in the late war. From the same source comes a sustentation fund of \$10,000; the income to be expended for the aid of indigent students, giving preference always to the descendants of Union soldiers. In March, 1871, the university received from Hon. Hudson E. Bridge a gift of \$100,000 for the endowment of a chancellorship and for the library fund, and \$30,000 toward the erection and furnishing of the polytechnic building. It was voted that the office of chancellor should receive the title of "the Bridge chancellorship." Hon. Thomas Allen has offered the interest for five years, at 7 per cent., of the sum of \$40,000 for the endowment of a chair of mining and metallurgy. The present property and endowments of the university amount in value to \$700,000, and it is free from debt.

SAINT LOUIS UNIVERSITY.

This university was founded by members of the Society of Jesus, incorporated in 1832, and empowered to confer degrees and academical honors in all the learned professions. It has experienced uninterrupted prosperity, and offers every facility for acquiring a liberal education.

SAINT VINCENT'S COLLEGE.

This institution, conducted by the priests of the mission of Saint Vincent of Paul, was chartered by the legislature in 1843, with university privileges. A theological department is connected with the college.

M'GEE COLLEGE.

A Presbyterian theological department is connected with this college; also a commercial department. The college is open to both sexes.

MISSOURI DENTAL COLLEGE.

This college is connected with the Saint Louis Medical College, one of the oldest and largest medical schools in the West. The dental college announces its seventh regular course of lectures. The requisites for receiving the degree of the college are that the candidate be 21 years of age, of good moral character, and engaged in the study of dentistry two years, and that he shall have attended two full courses in this institution. Attendance on a regular course in some other accredited dental school will be considered as equivalent to one of the courses. He must also treat thoroughly some patient requiring all the usual dental operations.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Missouri was the fifth State in population, having 1,721,295 inhabitants within an area of 65,350 square miles, an average of 26.34 persons to the square mile. This population consisted of 1,603,146 whites, 118,071 colored, 3 Chinese, and 75 Indians. Of these, 1,499,028 were natives of the United States and 222,267 were foreign-born. Of the native residents, 788,491 whites, 85,501 colored, and 14 Indians were born within its borders, while of the foreign residents, 113,618 were born in Germany, 14,314 in England, 54,983 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 324,348 persons attended school, and of these, 6,603 were foreign-born. Of the white scholars, 165,732 were males and 149,468 females, a total of 315,260. Of the 9,080 colored pupils 4,557 were males and 4,523 females. Thirteen male and 5 female Indians were also reported.

Illiteracy.—Two hundred and twenty-two thousand four hundred and forty-one inhabitants, of all races, 10 years old and over, were reported as unable to write, of whom 15,584 were foreign-born.

Age, sex, and race of illiterates.—Of the 161,763 white illiterates, 49,373 were from 10 to 15 years old, and of these, 27,509 were males and 21,864 females; 27,486 were from 15 to 21 years old, of whom 14,755 were males and 12,731 females; 84,904 were 21 years old and over, of whom 34,780 were males and 50,124 females. Of the 60,622 colored illiterates, 10,497 were from 10 to 15 years of age, of whom 5,364 were males and 5,133 females; 11,536 were from 15 to 21 years old, of whom 5,355 were males and 6,181 females; 38,589 were 21 years old and over, of whom 18,002 were males and 20,587 females. Ten male and 16 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 6,750, having 9,028 teachers, of whom 5,157 were males and 3,871 females, to educate their 370,337 pupils, 186,641 of whom were males and 183,696 females.

Amount and source of educational income.—The total income of all the educational institutions was \$4,340,805, of which \$57,567 were derived from endowment, \$3,067,449 from taxation and public funds, and \$1,215,789 from tuition and other sources.

Public schools.—The 5,996 public schools, with 7,362 teachers, 4,414 male and 2,948 female, were attended by 320,313 pupils, of whom 163,582 were males and 156,731 females. To educate these they possessed a total income of \$3,092,733, of which \$5,300 were derived from endowment, \$3,007,766 from taxation and public funds, and \$79,667 from tuition and other sources.

Colleges.—The 37 colleges, with 261 teachers, 179 males and 82 females, were attended by 6,067 students, of whom 3,483 were males and 2,584 females. To educate these they possessed a total income of \$323,855, of which \$39,946 were derived from endowment, \$2,120 from taxation and public funds, and \$275,789 from tuition and other sources.

Academies.—The 45 academies, with 333 teachers, of whom 86 were males and 247 females, had an attendance of 5,031 pupils, 1,759 of whom were males and 3,272 females. They possessed a total income of \$204,228, of which \$521 were derived from endowment, \$2,000 from taxation and public funds, and \$201,707 from tuition and other sources.

Private schools.—The 586 day and boarding schools had 770 teachers, of whom 280 were males and 490 females, and were attended by 26,816 pupils—12,019 males and 14,797 females, to educate whom they possessed an income of \$487,176, derived from tuition and other sources.

Libraries.—One thousand seven hundred and forty-two public libraries were reported, with 498,996 volumes, and 3,903 private libraries with 566,642 volumes; in all, 5,645 libraries, containing 1,065,638 volumes.

The press.—The 279 periodicals issued had an aggregate circulation of 522,866 copies, and an annual issue of 47,986,422 copies.

Churches.—Of the 3,229 church organizations, 2,082 had edifices with 691,520 sittings, and the church property was valued at \$9,709,358.

Pauperism.—Of the 1,854 paupers, 1,090 were native whites, 325 native colored, and 439 foreigners.

Crime.—Of 1,623 persons in prison June 1, 1870, 893 were native whites, 324 native colored, and 406 foreigners. One thousand five hundred and three persons were convicted during the year.

Age and sex of population.—Of the total population, 577,803 were from 5 to 18 years old, of whom 294,316 were males and 283,487 females; 1,205,568 were 10 years old and upward, of whom 632,179 were males and 573,389 females.

Occupations.—Five hundred and five thousand five hundred and fifty-six persons of these ages were engaged in various occupations, of whom 466,845 were males and 26,711 females. Of these, 263,918 were engaged in agricultural pursuits, of whom 262,595 were males and 1,323 females; 106,903 in personal and professional services, of whom 75,079 were males and 31,824 females; 54,885 in trade and transportation,

of whom 54,583 were males and 302 females; 79,850 in manufactures and mechanical and mining industries, of whom 74,588 were males and 5,262 females.

Age and sex of working population.—Of the 505,556 employed persons, 24,439 were from 10 to 15 years old, of whom 19,812 were males and 4,627 females; 460,826 were from 16 to 59 years old, and of these 427,612 were males and 33,214 females; 20,291 were 60 years old and over, of whom 19,421 were males and 870 females.

SCHOOL OFFICIALS.

Hon. JOHN MONTEITH, *State superintendent.*

COUNTY SUPERINTENDENTS.*

Counties.	Superintendents.	Post-office.
Adair.....	Joseph T. Dennis.....	Kirksville.
Andrew.....	J. R. Tilson.....	Savannah.
Atchison.....	M. B. Nicholson.....	Rockport.
Audrian.....	J. E. Robinson.....	Mexico.
Barry.....	Charles S. Bryan.....	Cassville.
Barton.....	Charles H. Wilson.....	Lamar.
Bates.....	A. J. Wray.....	Butler.
Benton.....	Washington Allen.....	Warsaw.
Bollinger.....	James W. Pettis.....	Marble Hill.
Boone.....	W. W. Batterton.....	Columbia.
Buchanan.....	E. B. Neely.....	Saint Joseph.
Butler.....	J. M. Davidson.....	Poplar Bluff.
Caldwell.....	Myron W. Reed.....	Hamilton.
Callaway.....	J. S. Baker.....	Stephens' Store.
Camden.....	John Welch.....	Linn Creek.
Cape Girardeau.....	Samuel M. Green.....	Cape Girardeau.
Carroll.....	Wiley Roy.....	Carrollton.
Carter.....	James Chilton.....	Van Buren.
Cass.....	John T. Weathers.....	Harrisonville.
Cedar.....	Daniel P. Stratton.....	Stockton.
Chariton.....	Alfred Mann.....	Keytesville.
Christian.....	Henry F. Davis.....	Springfield.
Clarke.....	E. H. Davis.....	Waterloo.
Clay.....	George Hughes.....	Liberty.
Clinton.....	A. K. Porter.....	Plattsburgh.
Cole.....	Thomas Ward.....	Jefferson City.
Cooper.....	William A. Smiley.....	Boonville.
Crawford.....	J. T. Alexander.....	Cuba.
Dade.....	William C. West.....	Greenfield.
Dallas.....	J. W. Moore.....	Buffalo.
Davies.....	S. P. Howell.....	Gallatin.
DeKalb.....	L. L. Daniel.....	Maysville.
Dent.....	John G. Blake.....	Salem.
Douglas.....	N. E. Ide.....	Militia Spring.
Dunklin.....	Andrew Wray.....	Kennett.
Franklin.....	Felix Baudissin.....	Union.
Gasconade.....	Leander W. Baker.....	Owensville.
Gentry.....	John B. Twist.....	Albany.
Greene.....	J. J. Bunch.....	Walnut Grove.
Grundy.....	R. C. Norton.....	Trenton.
Harrison.....	Osborn Krown.....	Eagleville.
Henry.....	James E. Flagg.....	Clinton.
Hickory.....	Abel E. Martin.....	Hermitage.
Holt.....	Frank Gordon.....	Oregon.
Howard.....	J. W. Hairston.....	Fayette.
Howell.....	Martin J. Lay.....	West Plains.
Iron.....	A. J. Puls.....	Pilot Knob.
Jackson.....	John E. Hale.....	Kansas City.
Jasper.....	John W. Jacobs.....	Carthage.
Jefferson.....	Mark C. Jennings.....	Hanover.
Johnson.....	G. H. Sack.....	Warrensburgh.
Knox.....	M. D. Hollister.....	Edina.
Laclede.....	Daniel Malthias.....	Lebanon.
La Fayette.....	G. M. Catron.....	Lexington.
Lawrence.....	J. B. Underwood.....	Mount Vernon.
Lewis.....	Frank L. Schofield.....	Canton.
Lincoln.....	William S. Pennington.....	Truxton.
Linn.....	Charles Hamilton.....	Brookfield.
Livingston.....	T. C. Hayden.....	Wheeling.
McDonald.....	John Wilson.....	Pineville.
Macon.....	A. B. Campbell.....	Macon City.
Madison.....	W. B. Toler.....	Fredericktown.
Maries.....	E. W. Mahanny.....	Lane's Prairie.
Marion.....	William E. Hassett.....	Falmyra.
Mercer.....	Thomas E. Evans.....	Princeton.

* Revised November 1, 1872.

County superintendents—Continued.

Counties.	Superintendents.	Post-office.
Miller	James S. Martin	Oakhurst.
Mississippi	M. V. Rodney	Cairo, Illinois.
Moniteau	R. L. Galbreath	California.
Monroe	George C. Brown	Paris.
Montgomery	E. M. Hughes	Danville.
Morgan	S. R. Lutman	Versailles.
New Madrid	A. D. Cook	New Madrid.
Newton	W. J. Kelley	Rocky Comfort.
Nodaway	S. C. McCluskey	Maryville.
Oregon	R. T. Burns	Alton.
Osage	Henry Marquand	Chamolis.
Ozark	John Hyde	Gainesville.
Pemiscot	G. W. Carleton	Gayoso.
Perry	A. G. Abernathy	Abernathy.
Pettis	A. A. Neal	Georgetown.
Phelps	L. A. Dunlap	Meramec Iron Works.
Pike	Thomas J. Ayers	Spencerburgh.
Platte	S. G. Woodson	Platte City.
Polk	James A. Race	Bolivar.
Pulaski	V. B. Hill	Waynesville.
Putnam	C. F. Brown	Unionville.
Ralls	G. H. Laughlin	New London.
Randolph	W. A. Martin	Randolph.
Ray	J. A. Buchanan	Pleasant View.
Reynolds	James M. Rose	Lesterville.
Ripley	B. J. Ethridge	Doniphan.
Saint Charles	Charles Beckington	Saint Charles.
Saint Clair	John Hill	Taborville.
Saint François	O. A. Belknap	Flat River.
Saint Genevieve	C. C. Kerlegon	Saint Genevieve.
Saint Louis	J. M. Loring	306 Chestnut st., Saint Louis.
Sabine	Allen Gwinn	Cambridge.
Schuyler	W. H. Fulton	Lancaster.
Scotland	James Donnelly	Memphis.
Scott	S. A. Schofield	Blodgett.
Shelby	C. M. King	Shelbina.
Stoddard	S. Chapman	Piketon.
Stone	L. D. Bolen	Galena.
Sullivan	J. C. Custer	Greencastle.
Taney	W. R. Howard	Forsyth.
Texas	T. A. Ausley	Honston.
Vernon	A. W. Van Swearingen	Monticello.
Warren	H. H. Middlekamp	Warronton.
Washington	T. S. Love	Irondale.
Wayne	W. H. Cook	Patterson.
Webster	John A. Patterson	Marshfield.
Worth	W. H. Conn	Grant City.
Wright	J. T. Pope	Hartville.

NEBRASKA.

NEBRASKA STATE UNIVERSITY AND AGRICULTURAL COLLEGE.

This institution occupies a large and convenient building at Lincoln, Nebraska. It is under the management of a board of regents, of which the governor of the State is president.

Five courses of study are now open to students, viz: the classical, the scientific, the Latin scientific, the Greek scientific, and the agricultural. A Latin or preparatory school will be opened under the auspices of the university, to meet the wants of such persons as are not qualified to enter the freshman class of the university.

In the agricultural department two courses of study are provided: a four-year course, including, besides the studies exclusively agricultural, nearly all the English studies of an ordinary college course, and giving special attention to the natural sciences, and a year's course of practical agriculture. Two sections of land for an experimental farm have been secured, and instruction was to be commenced at the beginning of the fall term, (1872.) In addition to the faculty of the past year, two new professors have been appointed.

The university is supplied with extensive and entirely new apparatus in chemistry and physics.

Ladies are admitted to all the departments.

NEBRASKA COLLEGE AND GRAMMAR SCHOOL.

This institution is conducted under the auspices of the Episcopal Church, and the Episcopal bishop of Nebraska is president of the board of trustees. A thorough course of instruction is given in classics, mathematics, science, and business studies. The institution has entered upon its seventh year. It is designed only for the instruction of young men.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Nebraska was the thirty-fifth State in population, having 122,993 inhabitants within an area of 75,995 square miles, an average of 1.62 persons to the square mile. This population consisted of 122,117 whites, 789 colored, and 87 Indians. Of these 92,245 were natives of the United States and 30,748 were foreign-born. Of the native residents 18,425 whites, 53 colored, and 52 Indians were born within its borders, while of the foreign residents 10,954 were born in Germany, 3,603 in England, and 4,999 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 17,956 persons attended school, and of these 1,369 were foreign-born. Of the white scholars 9,437 were males and 8,463 females, a total of 17,900. Of the 48 colored pupils, 30 were males and 18 females. Three male and 5 female Indians were also reported.

Illiteracy.—Four thousand eight hundred and sixty-one inhabitants, of all races, 10 years old and over, were reported as unable to write, of whom 1,309 were foreign-born.

Age, sex, and race of illiterates.—Of the 4,630 white illiterates, 1,976 were from 10 to 15 years old, and of these 1,167 were males and 809 females; 529 were from 15 to 21 years old, of whom 317 were males and 212 females; 2,125 were 21 years old and over, of whom 956 were males and 1,169 females. Of the 205 colored illiterates, 26 were from 10 to 15 years of age, of whom 16 were males and 10 females; 36 were from 15 to 21 years old, of whom 15 were males and 21 females; and 143 were 21 years old and over, of whom 93 were males and 50 females. Ten male and 16 female illiterate Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 796, having 840 teachers, of whom 450 were males and 390 females, to educate 17,614 pupils, 9,492 of whom were males and 8,122 females.

Amount and source of educational income.—The total income of all the educational institutions was \$207,560, of which \$186,435 were derived from taxation and public funds, and \$21,125 from tuition and other sources.

Public schools.—The 781 public schools, with 813 teachers, (436 male and 377 female,) were attended by 17,052 pupils, of whom 9,227 were males and 7,825 females. To educate these they possessed a total income of \$182,160, of which \$181,435 were derived from taxation and public funds and \$725 from tuition and other sources.

College.—The one college reported, with 5 teachers, (4 male and 1 female,) was attended by 26 male students. It possessed an income of \$8,000, derived from tuition and other sources.

Academy.—The 1 academy, with 3 teachers, 1 male and 2 female, had an attendance of 60 pupils, 25 of whom were males and 35 females. It possessed an income of \$1,900, derived from tuition and other sources.

Private schools.—The 9 day and boarding schools had 14 teachers, of whom 7 were males and 7 females, and were attended by 406 pupils, 188 male and 218 female. They possessed an income of \$3,500, derived from tuition and other sources.

Libraries.—One hundred and seventy-one public libraries were reported, with 51,915 volumes, and 219 private libraries, with 95,125 volumes; in all, 390 libraries, containing 147,040 volumes.

The press.—The 42 periodicals issued had an aggregate circulation of 31,600 copies, and an aggregate annual issue of 3,388,500 copies.

Churches.—Of the 181 church organizations, 108 had edifices with 32,210 sittings, and the church property was valued at \$386,000.

Pauperism.—Of the 92 paupers, 54 were native whites and 38 foreigners.

Crime.—Of 69 persons imprisoned June 1, 1870, 35 were native whites, 9 native colored, and 25 foreigners. Fifty-three persons were convicted during the year.

Age and sex of population.—Of the total population 34,523 were from 5 to 18 years old, of whom 17,779 were males and 16,744 females; 88,265 were 10 years old and upward, of whom 52,588 were males and 35,677 females.

Occupations.—Forty-three thousand eight hundred and thirty-seven persons of these ages were engaged in various occupations, of whom 41,943 were males and 1,894 females. Of these, 23,115 were engaged in agricultural pursuits, of whom 23,083 were males and 32 females; 10,331 in personal and professional services, of whom 8,667 were males and 1,664 females; 4,628 in trade and transportation, of whom 4,623 were males and 5 females; 5,763 in manufactures and mechanical and mining industries, of whom 5,570 were males and 193 females.

Age and sex of working population.—Of the 43,837 employed persons, 738 were from 10 to 15 years old, of whom 619 were males and 119 females; 42,359 were from 16 to 59 years old, and of these 40,607 were males and 1,752 females; 740 persons were 60 years old and over, of whom 717 were males and 23 females.

SCHOOL OFFICIALS.

Hon. J. M. MCKENZIE, *State superintendent.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office.	County.	Name.	Post-office.
Antelope	A. J. Leach	Twin Grove.	Jefferson	P. L. Chapman	Fairbury.
Adams	A. H. Bowen	Junietta.	Lancaster	A. M. Ghost	Lincoln.
Boone	S. P. Bollman	Hammond.	L'Eau qui Court.	J. H. Billings	Niobrara.
Buffalo	C. Putnam	Gibbon.	Lincoln	Alfred Feay	Cottonwood.
Burt	E. M. Holland	Decatur.	Madison	L. F. Taylor	Norfolk.
Butler	W. J. Evens	Savannah.	Merrick	C. E. Mead	Lone Tree.
Cass	U. W. Wise	Plattsmouth.	Nuckolls	D. W. Montgomery	Kiowa.
Cheyenne	B. Fitzpatrick	Sidney.	Nemaha	S. W. McGrew	Brownville.
Cedar	L. M. Howard	Green Island.	Otoe	H. K. Raymond	Nebraska City
Clay	J. S. Schimerhorn	Sutton.	Pawnee	John M. Osborne	Pawnee City.
Colfax	A. Sutherland	Schuyler.	Pierce	A. W. Lucas	Pierce.
Cuming	Robert Robb	De Witt.	Polk	James Belle	Columbus.
Dakota	J. H. Mann	Jackson.	Richardson	F. M. Williams	Salem.
Dixon	W. S. Bates	Ionia.	Saline	James McCreedy	Pleasant Hill.
Dodge	John Cayton	Pebble Creek.	Sarpy	G. C. Potwin	Papillion.
Douglas	J. Behm	Omaha.	Saunders	W. Fleming	Sand Creek.
Dawson	R. O'Keef	Plum Creek.	Seward	G. B. France	Milford.
Fillmore	John Dempster	Fairmont.	Stanton	A. C. T. Stevens	Canton.
Franklin	A. S. Martin	Waterloo.	Thayer	B. F. Young	Hebron.
Gage	L. B. Filley	Beatrice.	Washington	C. G. Biabee	Fontenelle.
Hall	O. C. Abbott	Grand Island.	Webster	E. Kellogg	Red Cloud.
Harlan	H. M. Luce	Republican City.	Wayne	R. B. Crawford	Taffé.
Hamilton	R. D. Brown	Farmer's Valley.	York	H. H. Tate	McFadden.
Johnson	L. Wolford	Tecumseh.			

NEVADA.

COLORED CHILDREN IN THE PUBLIC SCHOOLS.

A very interesting case has lately been decided by the supreme court of Nevada touching the right of colored children to admission into the common schools of that State. The statute heretofore governing the subject says: "Negroes, Mongolians, and Indians shall not be admitted into the public schools, but the board of trustees may establish a separate school for their education, and use the public funds for the support of the same." No "separate school" having been provided in Ormsby County, a father of colored children asked for a mandamus to compel the school trustees to admit his children, which they had refused to do. The mandamus has been granted by the supreme court, upon the ground that the statute conflicts with the State constitution, which provides for a "uniform system of common schools," and that certain funds "shall be apportioned among the several counties in proportion to the number of persons between the ages of six and eighteen years." Colored children being manifestly "persons," the court considers them entitled to their share of benefits to be derived from the school revenues.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Nevada was the thirty-seventh State in population, having 42,491 inhabitants within an area of 104,125 square miles, an average of 0.41 person to the square mile. This population consisted of 38,959 whites, 375 colored, 3,152 Chinese, and 23 Indians. Of these, 23,690 were natives of the United States and 18,801 were foreign-born. Of the native residents, 3,313 whites, 31 colored, 7 Indians, and 5 Chinese were born within its borders, while of the foreign residents, 2,181 were born in Germany, 2,549 in England, and 5,035 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 2,893 persons attended school, and of these 97 were foreign-born. Of the white scholars, 1,451 were males and 1,433 females, a total of 2,884. Of the 8 colored pupils, 6 were males and 2 females. One female Indian was reported as attending school.

Illiteracy.—Eight hundred and seventy-two inhabitants, of all races, 10 years old and over, were reported as unable to write, of whom 774 were foreign-born.

Age, sex, and race of illiterates.—Of the 653 white illiterates, 23 were from 10 to 15 years old, 8 males and 15 females; 30 were from 15 to 21 years old, of whom 20 were males and 10 females; 600 were 21 years old and over, of whom 474 were males and 126 females. The 21 colored illiterates were 21 years old and over, of whom 15 were males and 6 females. One hundred and eighty-five male and 13 female Chinese illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 53, having 84 teachers, of whom 13 were males and 71 females, to educate 2,373 pupils, 1,279 of whom were males and 1,094 females.

Amount and source of educational income.—The total income of all the educational institutions was \$110,493, of which \$84,273 were derived from taxation and public funds, and \$26,220 from tuition and other sources.

Public schools.—The 38 public schools, with their 56 teachers, (9 males and 47 females,) were attended by 1,856 pupils, of whom 1,065 were males and 791 females. To educate these they possessed an income of \$81,273, derived from taxation and public funds.

Private schools.—The 14 day and boarding schools had 22 teachers, of whom 4 were males and 18 females, and were attended by 422 pupils, 214 males and 208 females, to educate whom they possessed an income of \$26,220, derived from tuition and other sources.

Libraries.—Twenty-eight public libraries were reported, with 41,940 volumes, and 286 private libraries, with 116,100 volumes; in all, 314 libraries, containing 158,040 volumes.

The press.—The 12 periodicals issued had an aggregate circulation of 11,300 copies, and an aggregate annual issue of 2,572,000 copies.

Churches.—Of the 32 church organizations, 19 had edifices, with 8,000 sittings, and the church property was valued at \$212,000.

Pauperism.—Of the 54 paupers, 27 were native whites, 2 native colored, and 25 foreigners.

Crime.—Of 99 persons in prison June 1, 1870, 37 were native whites, 3 native colored, and 59 foreigners. One hundred and thirty-two persons were convicted during the year.

Age and sex of population.—Of the total population, 5,337 were from 5 to 18 years old,

of whom 2,762 were males and 2,575 females; 36,655 were 10 years old and upward, of whom 29,430 were males and 7,225 females.

Occupations.—Twenty-six thousand nine hundred and eleven persons of these ages were engaged in various occupations, of whom 26,468 were males and 443 females. Of these 2,070 were engaged in agricultural pursuits, of whom 2,063 were males and 7 females; 7,431 in personal and professional services, of whom 7,152 were males and 279 females; 3,621 males were engaged in trade and transportation; 13,789 persons were engaged in manufactures and mechanical and mining industries, of whom 13,632 were males and 157 females.

Age and sex of working population.—Of the 26,911 employed persons, 49 were from 10 to 15 years old, of whom 41 were males and 8 females; 26,735 were from 16 to 59 years old, and of these 26,307 were males and 428 females; 127 were 60 years old and over, of whom 120 were males and 7 females.

SCHOOL OFFICIALS.

Hon. A. N. FISHER, *State superintendent of public instruction.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office.
Churchill	C. Allen	Stillwater.
Douglas	Rev. G. B. Hinkle	Genoa.
Elko	W. W. Rogers	Elko.
Emeralds	L. B. Smith	Aurora.
Humboldt	C. Chenowith	Winnemucca.
Lander	J. R. Williamson	Anstin.
Lincoln	Louis Sultan	Pioche.
Lyon	N. B. Augustine	Silver City.
Nye	J. V. Hathaway	Belmont.
Ormsby	L. S. Greenlaw	Virginia.
Washoe	Orvis Ring	Reno.
White Pine	H. S. Herrick	Hamilton.

NEW HAMPSHIRE.

[From report of Hon. J. W. Simonds, State superintendent of public instruction, for the scholastic year ended June, 1873.]

SCHOOL FUND.

Raised by town tax	\$363,838 72
Raised by town or district tax beyond what the law requires	48,456 92
Contributed in board, fuel, and money	14,715 33
Amount of literary fund	18,752 93
Amount of railroad tax	8,565 93
Income from local funds	12,689 96
Surplus revenue appropriated for schools	2,508 52
Entire amount appropriated for public schools	468,527 77
Appropriation for each scholar	6 43

ATTENDANCE.

Number of male pupils	37,998
Number of female pupils	34,764
Whole number of pupils	72,762
Average attendance	49,293
Per cent. of average attendance to whole number	71
Number of children between 4 and 14 years of age not attending school ..	4,602

TEACHERS AND TEACHERS' PAY.

Number of male teachers	585
Number of female teachers	3,241
Average pay of male teachers, including board	\$37.56
Average pay of female teachers, including board	\$24.33
Number of teachers teaching for the first time	617
Number of teachers teaching the same school two or three terms	1,108
Number of teachers who have attended teachers' institutes	1,839

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts	2,284
Number of schools	2,452
Number of graded schools	325
Average duration of schools in weeks	19.7

SCHOOL PROPERTY.

Estimated value of school-houses and lots, with appurtenances	\$1,870,000
Estimated value of school apparatus	15,435
Number of school-houses unfit for their purpose	431
Number of school-houses built and repaired during the year	213
Cost of the same, including land and furniture	\$176,000

GRADED SCHOOLS.

A system of graded schools has been established in our cities and several larger towns. The actual working of this system can be seen in the public schools of the city of Manchester. We can now refer with pride and honor to this city as having a system of public free schools as well managed and as well taught as any in New England.

COMMON DISTRICT SCHOOLS.

It is believed that certain changes must be wrought in the management and instruction of these district schools before they can attain their object. It is further believed that most beneficial results would accrue to our district schools in a thorough recon-

struction of the district management and town supervision of the schools; in demanding and employing a better qualified class of teachers, and in the establishment of a judicious county supervision of schools. Many of the school districts contain only a few scholars. Their share of the school money is limited and insufficient to meet the ordinary expense of a good school more than a few weeks in the year. Many of the school-buildings are miserable; and the district and town supervision are wanting in that care and oversight which are necessary.

TOWN SUPERVISION.

A large majority of the towns in our State annually appoint one man to perform the important duties of superintending school committee. Frequently the largest school districts have a school committee of their own, independent of the town school committees. In some of our towns there are four independent school or superintending committees. These are changed every year or two years, thus creating confusion, breaking up all system in the direction of schools, and destroying, in great measure, the interest which school committees should take in schools under their charge. It is recommended that the towns adopt a by-law permitted by the general statutes, and choose a school committee, consisting of three, six, or nine persons, holding office for three years, and so arranged that a portion of them retire annually; let all the schools in town be under the management of this committee, and there is no doubt that our school system, as it exists to-day, would be rendered much more efficient.

PRUDENTIAL COMMITTEES.

Prudential committees are elected yearly, at the district meeting. The duties of such committees are limited to matters outside of the school-room. It is part of the duty of this office to employ the teacher, while the examination and dismission of the teacher, the inspection and control of the school, belong to an entirely separate office. The communications from town school committees, and the opinions of prominent educators, all coincide in the expression that this system is a great barrier to the success of our educational efforts.

TOWN SCHOOL COMMITTEES.

The entire control of our public schools is legally vested in the town school committees. But these committees generally do not sufficiently partake of the educational progress abroad in the world. It is a conclusion drawn from observation that when a class of good schools is found, well managed and well taught, it is directly traceable to the work of a good superintendent. The town committees, having the entire care of the schools, should be authorized to select and employ the teachers, and it is recommended to the legislative authority to transfer this power from prudential committees to the town school committees.

COUNTY SUPERVISION.

The testimony of all State superintendents where this system—untried in New Hampshire—has been adopted is strongly in its favor. Under it teachers are better qualified and schools more efficient. A school agency so generally approved and securing such results, deserves the candid attention of the legislators and educators of this State. It is submitted that the number of trustees of the State normal school be increased to one for each county, and that a suitable law be enacted, constituting that trustee the supervisor of public schools for his county.

TOWN AND DISTRICT SYSTEMS CONTRASTED.

The utility of the district system is now seriously and generally questioned. During the short terms of small district schools the pupils only get fairly started in their studies to be turned out the greater part of the year, forgetting what little they have learned, and coming back, after this long and ruinous interval, to commence again near the former starting-place. There are many of these schools revolving year after year on this defective system, making some motion, but scarcely any real progress. Multitudes are forsaking their rural homes for the sake of educating their children. Any available plan for improving the schools in our outlying districts would check this tendency. As the town is a unit for municipal purposes in making provision for the support of schools, it is reasonable that the advantages of its schools should be equalized.

In June, 1870, an act was passed "enabling towns to abolish school districts in certain cases." Under this act the town of Milford has adopted the town system with

marked success. "The number of pupils has increased considerably, and the advantages to the smaller districts, where the rule has been short and poor schools, are so marked that they could not fail to be appreciated by even the most careless and unobservant." The subject is receiving careful consideration in several of the larger towns. If they should adopt this system, it will render their schools more valuable, and in the smaller towns it would strengthen their educational power.

TEACHERS' INSTITUTES.

Within the school year, teachers' institutes have been held in all the counties of the State. The county institutes are under the management of the State superintendent. Instruction at the county sessions has been given by the best experience and talent of our State.

The twofold function of the normal school has been incorporated in the instructions of the institute. It has been deemed advisable to devote the larger portion of the day exercises to a thorough explanation and elucidation of the elements of the common branches. The evening sessions have been occupied with general discussions and lectures upon pertinent educational subjects. The attendance has been large, close attention has been given, and a deep and general interest awakened. It is believed that these schools of instruction, well conducted, will generate a strong impulse in advancing the educational power of our State. At each session, teachers were invited to present themselves for examination for certificates based upon the normal-school courses.

DOVER.

PUBLIC SCHOOLS.

The year has been fruitful of good results, abundantly demonstrating the wisdom of the change made in abolishing the several school districts, and throwing the entire city limits into one district. The high school was kept for a term of 50 weeks, the grammar schools 47, and the primaries 44. The city owns 18 school buildings, valued (including lots) at \$125,150. The need of a truant officer for the city is strongly urged. The attention of the board is called to the importance of introducing the study of drawing into the schools.

STATE NORMAL SCHOOL.

The State Normal School at Plymouth has been in successful operation the past year. Superintendents are unanimous in the commendation of the excellent work done by normal-school students, wherever employed in the State.

The trustees' report says: "The practical benefits of the normal school are already apparent. Though only two years in existence it has raised the standard of qualifications for teachers. Two facts illustrate how very low was the standard for district-school teachers when the normal school was established. The first year much the larger number of the normal pupils had been employed as teachers and held certificates from town superintendents. Yet only fourteen were able to graduate, even from the first course, and one from the second course. At the June session of 1871, it was provided that teachers who were qualified to sustain an examination on the normal-school basis should receive institute certificates, authorizing them to teach from three to five years. Yet under this law only five have been approved, though an opportunity thus to test their qualifications has been given in every institute during the year."

The trustees recommend that 1½ per cent. of the money raised by the several towns for the support of public schools be set apart for the benefit of the normal school, with certain provisions.

DARTMOUTH COLLEGE.

The various departments of this institution, as they now exist, are as follows:

1. The academic department, which offers a four years' course, including the privilege of a partial course, and a number of particular options.
2. The Chandler scientific department, the course of which is chronologically parallel to that of the academic department, and has, with the option of a partial course through all the years, several elective lines of study in the last year.
3. The agricultural department, which has a three years' course, with an option after the first year between an agricultural and mechanical line of study.
4. The Thayer School of Civil Engineering.
5. The medical department, which was established in 1797, and ranks with the best medical institutions in the country.

The whole number of alumni, as given in the last triennial catalogue, is 3,673. "Of these over 900 have entered the ministry; there have been 31 judges of the United States and State supreme courts; 15 Senators in Congress, and 61 Representatives; 2 United States Cabinet ministers; 4 ambassadors to foreign courts; 1 Postmaster-General; 14 governors of States and 1 of a Territory; 25 presidents of colleges; 104 pro-

fessors in academical, medical, or theological colleges." Among her graduates, Dartmouth numbers Daniel Webster and Rufus Choate.

During the past year the new building for the use of the agricultural department, called Culver Hall, has been completed. In the laboratory of this building special provision has been made for instruction in practical chemistry. A valuable tract of land of 165 acres, in the immediate vicinity of Culver Hall, has been secured for an experimental farm. A new building is soon to be erected, containing rooms for the farm superintendent and for students.

A State museum of general and applied science has been commenced. Several hundred valuable specimens have been purchased in Europe, and one-half of the specimens accruing from the State geological survey, now in progress, have been devoted to this department by the legislature.

A donation of \$10,000 has been made to the medical department, to found a museum of pathological anatomy. This will be completed before the opening of the next session.

The philosophical apparatus has recently been greatly increased by large purchases, both in this country and Europe. In the department of acoustics, optics, and electricity it is especially rich, and hardly surpassed in the United States.

The equipment of the astronomical and meteorological observatory has recently been greatly improved. A new and very perfect telescope of 9.4 inches aperture and 12 feet focal length, from the celebrated establishment of Alvin Clark & Sons, replaces the old 6-inch Munich refractor. A spectroscope of the highest power and best construction accompanies the instrument.

The several libraries have been increased by appropriations and donations.

To accommodate those who design to enter the school of civil engineering, a department preparatory to the curriculum was formed September 1, 1872. This course will extend through two years.

Large additions have been made of late to the means of assisting indigent and worthy students. Aid is mainly given in the form of scholarships, varying in their annual income from \$60 to \$100.

Within the last seven years, more than \$400,000 have been secured for the various departments. But with the restrictions imposed on some of the gifts, with the contemplated plans of enlargement and improvement, and with the increased number of students, there is a present need of as much more.

PHILLIPS EXETER ACADEMY.

All the pupils of this academy are preparing for college. The course of preparation occupies three years. About twenty students, selected annually from among the members of the academy, are admitted to the charity foundation. The income of the Bancroft scholarship, founded by Hon. George Bancroft, amounts to \$140, and is given to a meritorious student selected by the trustees.

ATKINSON ACADEMY.

This institution has been in operation more than eighty years. In addition to the ordinary branches of an English education, the classics and the higher branches of mathematics are thoroughly taught.

KIMBALL UNION ACADEMY.

The net amount of the funds of this institution is about \$45,000. A vigorous effort is making to increase the endowment fund by \$100,000. For nearly sixty years it has occupied a foremost place among classical schools, and the earnest hope is expressed that it will not be allowed to lose its well-earned standing for want of funds. Indigent young men who have the ministry in view are aided from the funds of the institution.

FRANCESTOWN ACADEMY.

The course of study of this academy embraces a classical department, a ladies' course, and an English department. During the year 1871-72 the permanent fund of the academy has been increased by subscriptions of over \$7,000.

TILDEN LADIES' SEMINARY.

This institution has been in successful operation, under its present management, for six years, and has, within two years, doubled its capacity and number of boarders. The building, with recent improvements, cost about \$40,000.

LITTLETON GRADED SCHOOL.

This consists of high, grammar, and primary schools. A normal department is attached to the high school.

REFORM SCHOOL.

Sixteen inmates of this institution have been discharged during the year for meritorious conduct; 6 have been sent to homes; 2 to the care of parents, and 1 to care of county commissioners. The average time of detention of children discharged was one year and eight months. Of the whole number of pupils (143) 76 were committed for stealing.

For the past year the institution has accomplished much good, though not so much as it might with greater facilities. In no case has any child remained any length of time in the school without showing improvement; in many cases very commendable, and in some most remarkable. The result of the superintendent's experience is expressed in this suggestion: "That all children should enter these institutions expecting to remain during their minority, unless they earn an honorable discharge by their confirmed good behavior and reformation." In schools where this is the rule the average term of detention is not so long as when short and irregular sentences are imposed. The "ticket-of-leave" system is strongly commended.

The boys have been employed in caning chair-seats. Other employments would be more profitable and useful, but their introduction would render necessary some outlay for tools, machinery, &c. The subject is commended to the legislature. The buildings are reported in need of repairs, and the furniture as extremely meager and insufficient. While the desire of the trustees is to make this a comfortable home for the children, it is really as bare as a prison. The expenditures for the year amounted to \$18,143.77. Amount earned by boys caning chair-seats, \$2,536.90.

NEW HAMPSHIRE STATE TEACHERS' ASSOCIATION.

The annual meeting of the New Hampshire State Teachers' Association was held at Plymouth, October 24 and 25.

Hon. J. W. Simonds, State superintendent, was appointed chairman, in the absence of the president; and the first exercise was a lecture by W. W. Colburn, of the Manchester high school, upon the physical geography of New Hampshire, in which the formation of the crust of the earth, and the mountains, streams, and valleys, the minerals, drainage, water-power, and physical resources of the State, were presented in an interesting manner, and secured the close attention of the audience.

On Friday, the second day, the necessity of shortening the daily sessions of the schools, especially those of the primary and intermediate schools, was discussed by Messrs. Pearl, Quimby, and Edgerly, none of whom thought the hours of school too many, but agreed that the work of the school-room was sometimes of such a character as to injure the health of children. Listless exercises and the want of pure air caused greater injury than lengthened sessions, if these are varied in their exercises, and there is a proper amount of recreation.

The "Marking system" was also discussed at some length; Messrs. Quimby, Austin, and Ruggles believing in its usefulness to a great extent; Mr. Henpey and Mr. Blakely to a limited extent; while Messrs. Brown, of Boston, and Edgerly, of Manchester, opposed the whole system as hitherto practiced.

The "Co-education of the sexes" was the main subject of the afternoon discussion, Mrs. Miller, of Concord, and Messrs. Pearl and Hadley, of Plymouth, advocating the idea of educating both sexes in the same schools and colleges, while Professor Orcutt opposed it.

Mr. Austin, of Meriden, gave an interesting lecturo in the evening on the "Art of study."

Officers elected: president, Professor E. T. Quimby, of Hanover; vice-presidents, W. W. Colburn, of Manchester; S. H. Pearl, of Plymouth, and G. H. Genness, of Rye; secretaries, N. Barrows, Meriden, and H. Orcutt, West Lebanon; treasurer, T. W. H. Henpey, of Nashua.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 New Hampshire was the thirty-first State in population, having 318,300 inhabitants within an area of 9,280 square miles, an average of 34.30 persons to the square mile. This population consisted of 317,697 whites, 580 colored, and 23 Indians. Of these 288,689 were natives of the United States and 29,611 were foreign-born. Of the native residents 242,044 whites, 329 colored, and 1 Indian were born within its borders, while of the foreign residents 436 were born in Germany, 2,679 in England, and 12,190 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 65,824 persons

attended school, and of these 1,458 were foreign-born. Of the white scholars 34,353 were males and 31,423 females—a total of 65,776. Of the 48 colored pupils 25 were males and 23 females.

Illiteracy.—Nine thousand nine hundred and twenty-six inhabitants of all races, 10 years old and over, were unable to write, of whom 7,934 were foreign-born.

Age, sex, and race of illiterates.—Of the 9,831 white illiterates 833 were from 10 to 15 years old, and of these 456 were males and 377 females; 1,412 were from 15 to 21 years old, of whom 712 were males and 700 females; 7,586 were 21 years old and over, of whom 3,361 were males and 4,225 females. Of the 95 colored illiterates 7 were from 10 to 15 years of age, of whom 4 were males and 3 females; 18 were from 15 to 21 years old, of whom 10 were males and 8 females; 70 were 21 years old and over, of whom 38 were males and 32 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,542, having 3,355 teachers, of whom 653 were males and 2,702 females, to educate 64,677 pupils, 33,123 of whom were males and 31,554 females.

Amount and source of educational income.—The total income of all the educational institutions was \$574,898, of which \$59,289 were derived from endowment, \$396,991 from taxation and public funds, and \$118,618 from tuition and other sources.

Public schools.—The 2,464 public schools, with 3,110 teachers—510 male and 2,600 female—were attended by 59,408 pupils, of whom 30,275 were males and 29,133 females. To educate these they possessed a total income of \$403,310, of which \$1,643 were derived from endowment, \$391,991 from taxation and public funds, and \$9,676 from tuition and other sources.

College.—The one college, with 29 male teachers, was attended by 289 male students. It possessed a total income of \$29,000, of which \$9,000 were derived from endowment and \$20,000 from tuition and other sources.

Academies.—The 36 academies, with 109 teachers, of whom 50 were males and 59 females, had an attendance of 2,896 pupils, 1,367 of whom were males and 1,529 females. They possessed a total income of \$88,377, of which \$35,346 were derived from endowment and 53,031 from tuition and other sources.

Private schools.—The 21 day and boarding schools had 48 teachers, of whom 22 were males and 26 females, and were attended by 885 pupils—420 males and 465 females. They possessed a total income of \$21,222, of which \$300 were derived from endowment and \$20,922 from tuition and other sources.

Libraries.—Six hundred and seventy public libraries were reported with 324,393 volumes, and 856 private libraries with 379,876 volumes—in all, 1,526 libraries containing 704,269 volumes.

The press.—The 51 periodicals issued had an aggregate circulation of 173,919 copies, and an aggregate annual issue of 7,237,588 copies.

Churches.—Of the 633 church organizations 624 had edifices with 210,090 sittings, and the church property was valued at \$3,303,780.

Pauperism.—Of the 2,129 paupers 1,739 were native whites, 15 native colored, and 375 foreigners.

Crime.—Of 267 persons in prison, June 1, 1870, 199 were native whites, 2 native colored, and 66 foreigners. One hundred and eighty-two persons were convicted during the year.

Age and sex of population.—Of the total population, 78,766 were from 5 to 18 years old, of whom 40,073 were males and 38,693 females; 260,426 were 10 years old and upward, of whom 126,353 were males and 134,073 females.

Occupations.—One hundred and twenty thousand one hundred and sixty-eight persons of these ages were engaged in various occupations, of whom 96,033 were males and 24,135 females. Of these 46,573 were engaged in agricultural pursuits, of whom 46,562 were males and 11 females; 18,528 in personal and professional services, of whom 8,821 were males and 9,707 females; 8,514 in trade and transportation, of whom 8,126 were males and 388 females; 46,553 in manufactures and mechanical and mining industries, of whom 32,524 were males and 14,029 females.

Age and sex of working population.—Of the 120,168 employed persons, 3,268 were from 10 to 15 years old, of whom 2,213 were males and 1,055 females; 104,850 were from 16 to 59 years old, and of these 82,460 were males and 22,390 females; 12,050 were 60 years old and over, of whom 11,360 were males and 690 females.

SCHOOL OFFICIALS.

The names of superintendents of city schools will be found in the table of city school statistics at the end of this volume.

NEW JERSEY.

[From report of Ellis A. Apgar, State superintendent of instruction, for the scholastic year ended August 31, 1871.]

SCHOOL FUND.

Two-mill tax.....	\$1,097,481 72
State appropriation.....	100,000 00
Township school tax.....	49,779 17
District school tax.....	1,015,086 29
Surplus revenue.....	39,993 50
Tuition fees.....	62,100 90
Appropriation to normal and Farnum schools.....	11,200 00
Total.....	2,375,641 58

Total value of school property in the State..... \$4,246,998 00

FINANCIAL STATEMENT.

Value of school property, 1871.....	\$4,246,998 00
Value of school property, 1870.....	3,677,442 00
Increase over last year.....	569,556 00
Total appropriation for 1871.....	\$2,375,641 58
Total appropriation for 1870.....	1,664,659 03
Increase over last year.....	710,982 55
Increase in surplus revenue.....	\$11,270 62
Increase in district tax for building school-houses.....	120,793 37
Decrease in township school-tax.....	413,176 07
Decrease in district tax for teachers' salaries.....	95,621 97
Decrease in tuition fees.....	9,765 12

SCHOOL STATISTICS.

Scholastic population.....	265,958
Number enrolled in public schools.....	169,430
Number attending private schools.....	30,106
Number not attending school.....	62,718
Number of children unaccounted for.....	3,704
Number of children the public schools will seat.....	141,589
Number attending public school 10 months.....	15,959
Number attending 8 months, but less than 10 months.....	23,227
Number attending 6 months, but less than 8 months.....	28,212
Number attending 4 months, but less than 6 months.....	35,824
Number attending less than 4 months.....	65,015
Average attendance.....	86,812
Increase in scholastic population during the year.....	7,731
Increase in number enrolled in public schools.....	7,747
Decrease in number attending private schools.....	2,341
Increase in number not attending school.....	7,708
Increase in average attendance.....	8,200

PERCENTAGE OF ATTENDANCE.

Percentage of pupils attending 10 months.....	9
Percentage of pupils attending between 8 and 10 months.....	14
Percentage of pupils attending between 6 and 8 months.....	17
Percentage of pupils attending between 4 and 6 months.....	21
Percentage of pupils attending less than 4 months.....	39
Percentage of average attendance.....	51

This attendance varies but little from that reported last year. The number attending the public schools has increased, but the increase has only kept pace with the increase in the census. Seventy-six per cent. of the total school census is represented as having attended either a public or a private school some portion of the year. This aggregate attendance is as great as we have reason to expect. Our school census includes all children between 5 and 18 years of age, but only those between 6 and 15, as a general thing, attend school. So that we may safely assume that about all the children of the State between the ordinary ages limiting school attendance do attend some school for a longer or a shorter period during the year. Although the total attendance is satisfactory, the irregularity of attendance must be considered a great and alarming evil. Our free-school law requires the schools to be kept open at least nine months during the year, but if 39 per cent., or more than one-third, of the total attendance is in school less than four months, it is evident that we are not securing all the good we should from our school system. It is due to those who are taxed to keep the schools open three-fourths of the year that a full attendance of the children should be secured during that time by law.

TEACHERS AND TEACHERS' SALARIES.

Number of male teachers employed	952
Number of female teachers employed	1,979
Total number of teachers.....	2,931
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Increase in number of teachers over last year	111
Average salary per month of male teachers	\$57 34
Average salary per month of female teachers.....	\$32 43

The male teachers in New Jersey receive the highest salaries paid in any of the States, except California, Massachusetts, and Connecticut, and the female teachers the highest paid, except in California, Ohio, and Illinois.

TEACHERS' CERTIFICATES.

Certificates of first grade granted to males	49
Certificates of first grade granted to females	18
Certificates of second grade granted to males	57
Certificates of second grade granted to females.....	58
Certificates of third grade granted to males	463
Certificates of third grade granted to females	741
Total number granted to males.....	569
Total number granted to females.....	817
Total number of certificates granted.....	1,386
Number of applicants rejected.....	212
Per cent. rejected of number examined	15

The examinations are held quarterly. The questions used are uniform throughout the State, and the same rules govern all the examiners. This is not the case in any other State. By this important regulation we secure a uniform standard of gradation among the teachers. A certain grade of certificate means the same in all parts of the State, in whatever county it may have been issued.

SCHOOL DISTRICTS AND SCHOOL-HOUSES.

Number of townships and cities	247
Number of school districts.....	1,390
Average number of children in the districts.....	138
Number of school buildings	1,501
Number of school departments	2,462
Number of districts without school-houses	62
Number of new school-houses erected during the year.....	82
Number of school-houses repaired	84
Number of unsectarian private schools.....	357
Number of sectarian private schools.....	118
Number of visits made by county superintendents	2,876
Amount expended for building and repairing school-houses	\$597,400 20
Increase over amount expended for same purpose last year	\$120,793 37

Notwithstanding the fact that so large an amount of money has been expended for the improvement of our school accommodations, still their condition, in too many of our districts, is very far from what it should be. There are 62 districts entirely desti-

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tute of school accommodations; 178 school buildings are absolutely disgraceful, and 255 others are so far gone as to be beyond repair. Out of the 1,390 districts in the State, 495, or more than one-third of the whole number, are without proper school accommodations.

SUMMARY OF STATISTICS.

Value of school property in the State	\$4, 246, 998 00
Appropriation for 1871.....	\$2, 375, 641 58
Increase of appropriation over last year	\$710, 962 55
Scholastic population.....	265, 958
Number enrolled in public schools.....	169, 430
Average attendance	86, 812
Percentage of average attendance.....	51
Cost of education per pupil	\$19. 85
Duration of schools, (average)	8 months and 18 days.
Number of teachers.....	2, 931
Teachers' certificates granted during the year.....	1, 386
Number of school buildings.....	1, 501
New school-houses erected during the year.....	82
Amount expended for building and repairing school-houses.....	\$597, 400 20

SCHOOL TERM.

The average length of time that the schools of the State have been kept open during the year is 8 months and 18 days, which is 4 days longer than the average time they were open last year, and longer than the schools of any other State are kept open. In 56 districts they were kept open less than 5 months; in 315 districts they were kept open between 5 and 8 months; and in 1,019 districts they were kept open more than 8 months.

COST OF EDUCATION.

The cost of education in the public schools for the past year averaged \$6.40 for each child included in the school census, and \$19.85 per child of average attendance.

SCHOOL LAW.

By the passage of the free-school act our whole school machinery is very much simplified, and the full benefit of a public-school system is accorded to all the children of the State. The bill, in its main features, is excellent, and puts the maintenance of the schools upon a perfectly sound basis. The most important feature of the law is that which substitutes for our township school tax a uniform State tax. Our schools will no longer depend for their support upon a fund which a mere majority at a town meeting may any year withhold. Fractional districts are also abolished, and the confusion and trouble arising from their management are now avoided. None of the results of the workings of the free-school law can be given in this report for the reason that it did not go into effect until the close of the year for which the report is made.

PUBLIC-SCHOOL LIBRARIES.

At the last session of the legislature was passed an "act to encourage the formation of libraries in the free public schools of New Jersey." The treasurer of the State, upon the order of the State superintendent of education, is directed to pay the sum of twenty dollars to every school district which shall raise by subscription a like sum for the same purpose, to establish within such district a school library, and to procure philosophical and chemical apparatus, and the further sum of ten dollars annually, upon a like order, to the said districts, upon condition that they shall have raised by subscription a like sum for such year, for the purpose aforesaid.

NEWARK.

SCHOOL ATTENDANCE.

It is estimated that over eight thousand children have attended no school during the year. Twenty more teachers are employed than last year, but there are only 618 more pupils. The average number to each teacher is, in primary schools, 66; in grammar schools, 48. The grammar schools do not make so good a report as they did last year. The aggregate of enrolled pupils is 185 less this year than last, and the average attendance 332 less. The daily attendance has been greatly interrupted by sickness, but the diminution in the number enrolled can not be satisfactorily accounted

for. In the primary schools there has been an increase in the number of registered pupils, but a satisfactory daily attendance is not secured in any grade of our day schools. In the evening schools the average attendance has been 10 per cent. greater than last year.

CONDITION OF SCHOOLS.

The schools are, on the whole, in a satisfactory condition; but greater progress seems to be made in the primary than in the grammar schools.

Bartholomew's system of drawing was introduced last year, and considerable interest was manifested, but the zeal of both teachers and pupils seems to have abated. An effort will be made to revive it. No advance has been made during the year in the provisions for teaching German, and the superintendent is convinced that if more can not be done in this direction it were better to do less. Instruction in singing has been given in the primary schools during the year, with gratifying results.

NEW BRUNSWICK.

ATTENDANCE.

At the closing exercises of the schools in June, the names of 118 pupils were read who had been present every day during the year. Of this number 19 had been present every day for two years, 13 for three years, and 3 had not missed a day for four years.

COLLEGE OF NEW JERSEY.

This college originated by royal charter in 1746. By a second more ample charter in 1748 it acquired such powers and privileges as were then enjoyed by the universities and colleges of Great Britain. After the revolutionary war the charter was renewed by the legislature of New Jersey. Nassau Hall, the north college building, was built in 1756, and at that time was the largest public edifice in the colonies. Extensive additions have been made to the college buildings within the last few years by the liberality of private individuals.

The college, after relying mainly upon tuition fees for its support during its early history, has of late years been acquiring more permanent sources of income through the liberality of its friends. The presidential endowment amounts to \$98,000. Six professorships have an aggregate endowment of \$125,000. No chair in the faculty, however, has as yet been sufficiently endowed to yield the entire salary of the professor. The deficiency in each of the endowed professorships amounts to more than \$10,000. Several endowed fellowships have been founded, some of them only for a term of two or three years. A student obtaining a fellowship must pursue studies in the department for which it is provided for one year, under the superintendence of the faculty, and will be required to live in Princeton, or appear there from time to time as may be appointed; or, if he study at a foreign university, to furnish regular reports of what he is doing. A limited number of students is educated by means of endowed scholarships. The college also possesses a fund for the aid of indigent candidates for the ministry in the Presbyterian Church.

The donation of \$120,000 for a library building fund and generous donations for the purchase of books have furnished the means for placing the library on a greatly extended foundation. The college library and the libraries of the two literary societies contain together 28,000 volumes. The collections of the different cabinets are extensive and valuable. The cabinet of geology includes upward of 5,000 specimens of Alpine rocks, presented by Professor Guyot. A collection of arms used in the Union and confederate armies during the late war has been deposited with the college by the Secretary of War.

The course of study requires four years, and embraces two classes of studies, required and elective. During the first two years the studies of both courses are essentially the same. Students can only be admitted by a vote of the faculty, taken after their examination, and are required to pledge themselves not to join any secret society.

RUTGERS COLLEGE.

The scientific department of this college, organized under the name of the Rutgers Scientific School, constitutes the State college of agriculture and the mechanic arts.

The course of study covers four years, and embraces two distinct courses, viz: Civil engineering and mechanics, and chemistry and agriculture. During the first two years the studies of the two courses are the same, and are so arranged as to form a course complete in itself. This is intended to meet the wants of those who can not take the entire four years' course, but who desire to fit themselves as land surveyors,

Students leaving at this period of the course receive a certificate of their attainments. Provision is made for students who wish to pursue special studies. Forty State students are educated in the scientific school free of expense for tuition. These students are admitted on the recommendation of the county superintendents of schools. The annual report for 1871-'72 shows both the college proper and the scientific school to be in a flourishing condition.

STEVENS INSTITUTE OF TECHNOLOGY.

This institution, established by the late Edwin A. Stevens, at Hoboken, is essentially a school of mechanical engineering, and will confer upon its regular graduates the degree of Mechanical Engineer. A very thorough training in the general principles of physical and chemical science is involved in the course laid out for the mechanical engineer, and it has therefore been thought advisable to give opportunity to those students who may find their inclination and capacity leading them in the direction of these sciences, to pursue a course of physics and chemistry as an alternative to that of mechanical engineering. Such students completing the course may graduate with the degree of Doctor of Philosophy.

The school has been in operation a little over a year. The departments already organized are those of mathematics, belles-lettres, modern languages, chemistry, physics, mechanical drawing, and mechanical engineering. The library is constantly receiving accessions, and the collections of minerals, &c., are rapidly increasing. The collection of "engineering relics" is becoming very interesting.

DREW THEOLOGICAL SEMINARY.

This was established in the interests of the Methodist Episcopal Church. The regular course of study requires three years. A partial course is permitted, and certificates given to those completing it.

SETON HALL COLLEGE.

This is under the care of the Roman Catholic Church, and is conducted by secular priests, who are assisted by experienced lay professors. The domestic arrangements are under the care of the Sisters of Charity. All the pupils are thoroughly instructed in the doctrines of the Catholic Church, and trained in its practices. The course of study is about the same as in high schools and academies, with the addition of a commercial course.

NEW JERSEY STATE REFORM SCHOOL.

The plan of management of this school has most of the features of the far-famed "Irish system." There is, however, no "cellular confinement on low diet," as in the "first stage" of that system, for the reason that the discipline here is meant to be reformatory and not penal. When, by good behavior, the pupil has reached the "fourth stage" he is entitled to a conditional discharge, and may return to his parents, or be indentured to a suitable employer to be taught a trade. But he is still the ward of the State, and under the supervision of the trustees, and so continues until he reaches the age of 21. The trustees are, also, constituted an agency for the care and employment of the discharged members. Each year proves more fully the wisdom of the plan of the institution and of its government.

The whole number of boys in the institution during the year ended October 31, 1871, was 148. Of 60 who were discharged, 41 returned to their parents and 12 were indentured to farmers. All the inmates have been under instruction in the school. The results of the year's work have been entirely satisfactory.

LOWELL MASON.—OBITUARY.

Lowell Mason, Mus. Doct., died at his residence in South Orange, New Jersey, on August 11, 1872. He was born in Medfield, Massachusetts, January 8, 1792; at the age of 20 engaged in business in Savannah, Georgia, where he devoted much attention to teaching music and conducting choirs and musical associations; became deeply interested in Sabbath-school teaching, and was, for many years, superintendent of a large school, the only one at that time in the city; published his first compilation of church music, the Boston Handel and Haydn Collection, in 1821; removed to Boston at the instance of the trustees of Mount Vernon school, and devoted his life to the work of musical instruction, 1827; received from the University of New York the well-earned degree of Doctor of Music, 1855, the first instance of such a degree being conferred in America.

Dr. Mason was a musician and a teacher of music from his youth. He held the

opinion, quite uncommon when he came to Boston, that substantially all children may be taught to sing; that, while few will ever become great singers or great mathematicians, it is wise to give all some degree of training in music as well as in mathematics. His experiment in the Mount Vernon school was completely successful. Here all the pupils, over a hundred in number, of various ages and degrees of culture, formed but one class in music, and, by the skill of the teacher, mere children and the most advanced were alike interested in the lessons.

Improving his method of teaching by the suggestions of Pestalozzi, Lowell Mason became the patriarch of musical instructors in New England and the United States. Large juvenile classes were formed, and for several years taught gratuitously.

The Boston Academy of Music was established, which from 1834 to 1852 held an annual teachers' institute for "instruction in the methods of teaching music." Similar classes for teachers were soon established in various places, an interest in the subject was awakened, and at length music was introduced as a regular branch of instruction in the public schools of Boston, then in other cities and towns throughout the country.

Dr. Mason found an important sphere of labor in the Massachusetts teachers' institutes, which he attended as instructor in music from the first. Horace Mann said it was worth any young teacher's while to walk ten miles to hear one of his lectures, for in it he would hear a most instructive exposition of the true principles of all teaching, as well as of teaching music. Dr. Mason felt "that, when introduced into schools, music should be made a study, not only in itself considered, but as correlative to all school pursuits and occupations. Unless the pupils are made more cheerful, happy, kind, and studious by the music lesson, it is not properly given, for these are some of the results which it was obviously designed to secure."

As a composer and publisher of church music, Dr. Mason has probably done more than any other man in the country to promote "the service of song in the house of the Lord."

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 New Jersey was the seventeenth State in population, having 906,096 inhabitants within an area of 8,320 square miles, an average of 108.91 persons to the square mile. This population consisted of 875,407 whites, 30,658 colored, 16 Indians, and 15 Chinese. Of these, 717,153 were natives of the United States, and 188,943 were foreign-born. Of the native residents 552,795 whites, 22,443 colored, and 7 Indians were born within its borders, while of the foreign residents 54,001 were born in Germany, 26,614 in England, and 86,784 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 158,099 persons attended school, and of these 6,090 were foreign-born. Of the 154,748 white scholars 79,320 were males and 75,428 females. Of the 3,337 colored pupils 1,784 were males and 1,553 females; 10 male Chinese, with 1 male and 3 female Indians, were also reported.

Illiteracy.—Fifty-four thousand six hundred and eighty-seven inhabitants, of all races, 10 years old and over, were unable to write, and of these 24,961 were foreign-born.

Age and sex of illiterates.—Of the 46,396 white illiterates 5,533 were from 10 to 15 years old, and of these 2,987 were males and 2,546 females; 4,422 were from 15 to 21 years old, of whom 2,113 were males and 2,309 females; 36,431 were 21 years old and over, of whom 14,515 were males and 21,916 females. Of the colored illiterates 875 were from 10 to 15 years old, and of these 432 were male and 443 female; 1,032 were from 15 to 21 years old, and of these 481 were males and 551 females; 6,390 were 21 years old and over, of whom 2,881 were males and 3,509 females; 2 male and 2 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 1,893, having 3,889 teachers, of whom 1,455 were males and 2,434 females, to educate 129,800 pupils, of whom 67,751 were males and 62,049 females.

Amount and source of educational income.—The total income of all the educational institutions was \$2,962,250, of which \$49,000 were derived from endowment, \$1,499,550 from taxation and public funds, and \$1,433,700 from tuition and other sources.

Public schools.—The 1,531 public schools, with 3,016 teachers, 956 males and 2,000 females, were attended by 80,105 pupils, of whom 39,763 were males and 40,342 females. To educate these they had a total income of \$1,562,573, of which \$1,492,608 were derived from taxation and public funds and \$69,965 from tuition and other sources.

Colleges.—The 4 colleges, with 58 male teachers, were attended by 647 pupils, of whom 553 were males and 94 females. To educate these they had a total income of \$95,159, of which \$12,000 were derived from endowment, and \$83,159 from tuition and other sources.

Academy.—The one academy, with 10 female teachers, had an attendance of 60 female pupils, and an income of \$6,000, derived from tuition and other sources.

Private schools.—The 278 day and boarding schools had 484 teachers, 315 male and 169 female, and were attended by 30,817 pupils, of whom 17,472 were males and 13,345 females. They had an income of \$1,186,669 from tuition and other sources.

Libraries.—One thousand six hundred and thirty-six public libraries were reported, with 535,679 volumes; also 777 private libraries, with 359,612 volumes; in all, 2,413 libraries, containing 895,291 volumes.

The press.—The 122 periodicals issued had an aggregate circulation of 205,500 copies, and an aggregate annual issue of 18,625,740 copies.

Churches.—Of the 1,402 church organizations, 1,384 had edifices, with 573,303 sittings, and the church property was valued at \$18,347,150.

Pauperism.—Of the 2,390 paupers, 1,368 were native whites, 301 native colored, and 721 foreigners.

Crime.—Of 1,079 persons in prison, June 1, 1870, 483 were native whites, 157 native colored, and 439 foreign-born. One thousand and forty persons were convicted during the year.

Age and sex of population.—Of the total population 262,862 were from 5 to 18 years old, of whom 132,049 were males and 130,813 females; 680,687 were 10 years old and over, of whom 335,819 were males and 344,868 females.

Occupations.—Two hundred and ninety-six thousand and thirty-six persons of these ages were engaged in various occupations, of whom 251,625 were males and 44,411 were females; 63,128 persons were engaged in agricultural pursuits, of whom 62,943 were males and 185 females; 83,380 in personal and professional services, of whom 54,275 were males and 29,105 females; 46,206 in trade and transportation, of whom 45,242 were males and 964 females; 103,322 in manufactures and mechanical and mining industries, of whom 89,165 were males and 14,157 females.

Age and sex of working population.—Of the 296,036 employed persons 10,969 were from 10 to 15 years old, of whom 7,483 were males and 3,486 females; 269,334 were from 16 to 59 years old, of whom 229,519 were males and 39,815 females; 15,733 were 60 years old and over, of whom 14,623 were males and 1,110 females.

SCHOOL OFFICIALS.

Hon. ELLIS A. APGAR, *State superintendent of public schools.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office address.
Atlantic	Calvin Wright	Absecon.
Bergen	Alexander Cass	Englewood.
Burlington	Henry S. Haines	Burlington.
Camden	F. R. Brace	Blackwoodtown.
Cape May	Maurice Beesley	Dennisville.
Cumberland	Albert R. Jones	Shiloh.
Essex	Charles M. Davis	Bloomfield.
Gloucester	William Milligan	Woodbury.
Hudson	William L. Dickinson	Jersey City.
Hunterdon	C. S. Conkling	Frenchtown.
Mercer	William J. Gibby	Princeton.
Middlesex	Ralph Willis	Spottstown.
Monmouth	Samuel Lockwood	Freehold.
Morris	Remus Robinson	Morristown.
Ocean	Edward M. Lonan	Forked River.
Passaic	J. C. Cruikshank	Little Falls.
Salem	William H. Reed	Woodstown.
Somerset	F. J. Frelinghuysen	Raritan.
Sussex	E. A. Stiles	Deckertown.
Union	N. W. Pease	Elizabeth.
Warren	Ephraim Dietrich	Columbia.

NEW YORK.

[From the report of Hon. Abram B. Weaver, State superintendent of instruction, for the scholastic year extending from September 30, 1870, to September 30, 1871.]

SCHOOL FUND.

The school moneys for the fiscal year ended September 30, 1871, were derived from the following sources:

From the common-school fund.....	\$207,918 17
From the United States deposit fund.....	165,000 00
From the State school tax.....	2,472,341 60
Total	2,845,259 77

FINANCIAL STATEMENT.

The following table is a summary of the financial reports relating to common schools for the year ended September 30, 1871:

Receipts.

	Cities.	Rural districts.	Total.
Amount on hand October 1, 1870.....	\$761,800 91	\$201,799 35	\$963,600 26
Apportionment of public moneys.....	893,158 11	1,673,727 30	2,566,885 41
Proceeds of gospel and school lands.....	1,381 97	30,203 56	31,585 53
Raised by tax.....	3,649,469 34	2,809,571 27	6,459,040 61
Estimated value of teachers' board.....		274,948 49	274,948 49
From all other sources.....	175,656 85	199,849 23	375,506 07
Total	5,481,467 18	5,190,099 19	10,671,566 37

Payments.

	Cities.	Rural districts.	Total.
For teachers' wages.....	\$3,066,787 94	\$3,586,305 11	\$6,653,093 05
For libraries.....	49,061 16	14,444 22	63,505 38
For school apparatus.....	160,426 38	34,610 25	195,036 63
For colored schools.....	66,724 85	6,507 74	73,232 59
For school-houses, sites, &c.....	692,862 79	901,198 14	1,594,060 93
For all other incidental expenses.....	626,734 97	402,053 50	1,028,788 47
Forfeited in hands of supervisors.....		186 76	186 76
Amount on hand October 1, 1871.....	818,869 09	244,793 47	1,063,662 56
Total	5,481,467 18	5,190,099 19	10,671,566 37

The total cost of maintaining the common schools during the year was as follows:

In the cities.....	\$4,662,598 09
In the rural districts.....	4,945,305 72
Total	9,607,903 81
Corresponding total for 1870.....	9,905,514 22
Decrease for 1871	297,610 41

SCHOOL DISTRICTS.

The reported number of school districts in the State, exclusive of cities which have no such division, was as follows:

In 1870.....	11,372
In 1871.....	11,350
Decrease	22

This diminution results from the consolidation of small districts.

SCHOOL BUILDINGS.

The number of school-houses and their classification, according to the material of which they are constructed, were as follows :

	Log.	Frame.	Brick.	Stone.	Total.
Cities.....	48	315	11		374
Rural districts.....	127	9,866	867	494	11,354
Total, 1871.....	127	9,914	1,182	505	11,728
Total, 1870.....	127	9,904	1,162	502	11,695

Their number and classification, as reported for the years 1861 and 1871, were as follows:

	Log.	Frame.	Brick.	Stone.	Total.
1861.....	246	9,918	971	562	11,697
1871.....	127	9,914	1,182	505	11,728
Increase.....	.....	.....	211	.....	31
Decrease.....	119	4	.....	57	.....

VALUE OF SCHOOL PROPERTY.

The following was the reported value of school-houses and sites :

	Cities.	Rural districts.	Total.
1870.....	\$11,981,302	\$8,445,110	\$20,426,412
1871.....	14,606,903	8,861,363	23,468,266

The following was the average value of school-houses and sites :

In the cities.....	\$39,055 89
In the rural districts	730 46

EXPENSES.

The sums spent in each year, since 1861, for school-houses, sites, fences, furniture, repairs, &c., were as follows :

	Cities.	Rural districts.	Total.
In 1862.....	\$329,316 56	\$210,852 44	\$540,169 00
In 1863.....	242,547 53	189,961 40	432,508 93
In 1864.....	370,815 34	276,485 89	647,301 23
In 1865.....	516,902 04	282,258 66	799,160 70
In 1866.....	489,348 67	480,875 92	970,224 59
In 1867.....	1,012,482 87	700,624 14	1,713,107 01
In 1868.....	1,166,076 28	1,017,988 67	2,184,064 95
In 1869.....	1,401,464 03	1,053,988 98	2,455,453 01
In 1870.....	1,079,160 61	891,418 27	1,970,578 88
In 1871.....	692,862 79	901,198 14	1,594,060 93
Totals.....	7,360,976 72	6,002,652 51	13,363,629 23

NUMBER OF PUPILS.

The whole number of children between the ages of 5 and 21 years, as reported, was as follows :

	Cities.	Rural districts.	State.
In 1870.....	623,201	857,560	1,480,761
In 1871.....	645,128	857,556	1,502,684

The apparent decrease in the rural districts arises from the fact that in 1871 Long Island City, with an attendance of 2,032, assumed its place in the enumeration of cities.

AGGREGATE ATTENDANCE.

The aggregate number of days of attendance for each of the last five years was as follows :

	Cities.	Rural districts.	Total.
1867.....	34,432,493	42,167,499	76,599,992
1868.....	36,047,805	47,349,445	83,397,250
1869.....	38,125,791	48,952,174	87,077,965
1870.....	40,907,063	49,396,980	90,304,043
1871.....	30,096,552	53,511,055	92,607,607

AVERAGE ATTENDANCE.

The average daily attendance for the same period was as follows :

	Cities.	Rural districts.	Total.
1867.....	164,565	255,392	419,957
1868.....	166,645	279,223	445,868
1869.....	178,607	280,814	459,421
1870.....	192,623	292,082	484,705
1871.....	195,230	298,418	493,648

LENGTH OF SCHOOL YEAR.

The average length of school terms in 1871 was:

Cities.....	41 weeks 4 days.
Rural districts	32 weeks 4 days.
State	35 weeks 1 day.

CLASSIFICATION OF PUPILS.

Number of pupils instructed in all schools for 1871 :

In the common schools	1,028,110
In the normal schools	5,807
In the academies.....	30,370
In the colleges	3,194
In the private schools	135,433
Total.....	1,202,914

NUMBER OF TEACHERS.

The following number of teachers was employed in the common schools :

Males.....	6,481
Females	21,773
Total	28,254

SALARIES OF TEACHERS.

The amount expended for teachers' wages was as follows :

Cities.....	\$3,066,787 94
Rural districts	3,586,305 11
Total	6,653,093 05

The average annual salary for each teacher was:

Cities.....	\$645 37
Rural districts	273 38
State	372 86

STATISTICS OF NORMAL SCHOOLS.

Number of such schools, exclusive of New York City	8
Whole number of pupils	1,637
Average number in attendance.....	1,070
Average age of pupils: males	19.6
Average age of pupils: females	19.4
Number of graduates: males.....	33
Number of graduates: females.....	163
Total	196

Total receipts.....	\$135,789 48
Total expenses.....	127,712 89
Balance	8,076 59

SCHOOL LAW.

No changes have taken place in the school law during the year ended September 30, 1871. Under the continued influence of the free-school act of 1869 the most advanced position yet reached by the schools has been fully sustained.

TEACHERS' INSTITUTES.

New York has maintained teachers' institutes for a quarter of a century. They are held annually in nearly all the counties for a period of two weeks; they have increased in favor with the teachers until the annual attendance amounts to 80 per cent. of all those employed in the counties in which the institutes are held. Within the last calendar year institutes were held in fifty-seven counties of the State, besides one for the teachers of Indian schools on the Allegany and Cattaraugus reservations. The attendance of teachers amounted in the aggregate to 10,413.

EDUCATIONAL ASSOCIATIONS.

The State association of school commissioners and city superintendents met at Utica the second Tuesday in May. The advantage of holding the meetings of this body separate from those of the State teachers' association was fully demonstrated, and the plan was continued by appointing the next convention at Rochester the 21st of May 1872.

The State teachers' association held its twenty-sixth anniversary in the city of Lockport during the last week of July. It was one of the most successful meetings in the history of the association. Teachers' associations are also maintained in many of the counties, and these various organizations impart spirit and energy to the school system.

NORMAL SCHOOLS.

Besides the flourishing normal school, which is used and supported exclusively by the city of New York, there are now eight State normal schools in full operation, two of which (viz: those at Buffalo and Geneseo) were opened during the year. The estimated value of the ground, buildings, furniture, and appliances used by these schools is \$829,739. An annual expenditure of \$150,000 will be required to maintain them.

In the circular of these schools it is stated that "the design of the schools is to furnish competent teachers for the public schools of the State."

Each county is entitled to twice as many pupils as it has representatives in the assembly.

To gain admission to the schools pupils must be at least 16 years of age, and must possess good health, good moral character, and average abilities. Tuition and the use of all text-books are free, and arrangements are made by which the necessary expenses of living are brought to a minimum for students.

Many of these schools afford students the advantage of well-selected libraries and special facilities for the pursuit of natural science. This is particularly true of the schools at Cortland and Oswego.

All of these schools have training schools connected with them, and in four of them the training school embraces an academic department. It is especially urged by the superintendent of public instruction that every effort should be made to preserve the original aim and legitimate purposes of the schools, namely, "the education and discipline of teachers for the common schools of the State."

INDIAN SCHOOLS.

Under the provisions of the laws of 1856, the superintendent of public instruction is "charged with providing the means of education for all the Indian children in the State," and is directed to establish schools in such places and of such character and description as he shall deem necessary. In accordance with the provisions of this act schools are maintained on seven reservations, and a petition received from David L. Pharaoh, signing himself "King of the Montauk Indians," praying for the establishment of a State school for his tribe, received favorable consideration.

Great obstacles are encountered in these schools from the indifference of the parents and consequent irregularity of the scholars, from the fact that the children are not familiar with the English language, from frequent changes of teachers, and from the necessary employment, in many instances, of inexperienced teachers, the small salaries offering no inducement to those of experience. The schools have, however, made important progress during the year, and many interesting and suggestive facts are presented in their reports.

OBJECT LESSONS.

The object method is found to be the best adapted for the development of thought on the part of these Indian children, who have not been accustomed to think, and where Indian teachers have been qualified for the position they have succeeded better than white teachers, for the obvious reason that, understanding both the English and Indian languages, they are better able to reach the understandings of these pupils. Their employment is also a great pecuniary advantage to the State. The most satisfactory report is from the schools on the Allegany and Cattaraugus reservations.

A QUAKER MISSION.

The Quaker mission, adjoining the Allegany reservation, of which Abner Woolman is superintendent, has kept a boarding-school in successful operation for years, in which some twenty-five Indian girls are instructed in the proper performance of household duties, as well as in the ordinary branches of school education. This mission has also erected a new school-house on the reservation, and generously donated it to the State.

INDIAN CITIZENSHIP.

J. Kneeland, esq., superintendent of Indian schools on the Onondaga reservation, reaffirms the opinion, expressed by him in every annual report from 1864 to 1871, "that while the great State of New York can not withdraw her aid from Indian schools without doing herself and her dependent *protégés* a serious wrong, she should change her general Indian policy so as to make American citizens of the Indians who still remain within her limits, at the earliest possible day."

CONGRESSIONAL LEGISLATION CONCERNING SCHOOLS.

The superintendent, Abram B. Weaver, presents very fully his views upon the bill "to establish an educational fund, and to apply the proceeds of the public lands to the education of the people."

He approves of the professed object of the bill and the basis of distribution presented therein, but takes exception to two of the conditions, upon compliance with which a State is entitled to its share of the apportionment. The first is that which requires a report of specified statistics to be made for each year, ending the 30th day of June. The second is that which directs that the apportionment by the designated State officer to the several school districts which have maintained free schools for at least three months in the preceding year shall be made "immediately upon the receipt of the certificate" of apportionment to the State. It is feared that compliance with the first condition will greatly interfere with the established order of reports and the best time for collecting reliable statistics, and that the second condition is a possible entering-wedge for national interference in State systems.

ALBANY.

CONDITION OF SCHOOLS.

The attendance shows a gratifying increase over the preceding year, being 1,121 in the registered number and 812 in the average attendance. The percentage of attendance, 75, is not as large as in many other cities, but is gradually improving. The schools show a steady and healthy growth. The late examinations were unusually satisfactory. The great want of the schools is an increase of accommodations for primary pupils. The increase of school facilities has not been commensurate with the growth of the city.

THE FREE ACADEMY.

The academy makes its fourth annual report. In September, 1871, 121 pupils were admitted to the first-year class on the certificate of the examining committee. The percentage of attendance for the year is 96; and it is worthy of remark that since the establishment of the academy the percentage has never fallen below this. The graduating class of last year was composed of 27 young ladies, 23 of whom after examination received certificates of qualification as teachers, and 21 were almost immediately appointed to situations.

Under its present able management, the academy gives evidence of great efficiency and power as a means of mental culture. It is an acknowledged success, and is accomplishing all its friends have ever claimed for it.

AUBURN.

ATTENDANCE.

The number enrolled in school for the year is 2,763. The average attendance was 1,500. There are 46,310 days' absence and 13,116 cases of tardiness reported, with a loss of 2,290 hours, or nearly 400 school days. In a pecuniary point of view alone, the effect of so much absence and tardiness is startling. Nearly one-seventh of all the moneys expended by the board during the past year has been wasted by absent and tardy pupils. Only 4 pupils from all the schools have been neither absent nor tardy during the year. The superintendent is convinced that "the first duty of a secular education is to inculcate the necessity of punctuality and regularity." Also that "it is the province of the board of education to insist that the public schools shall not be made a convenience of which pupils may avail themselves at pleasure, nor subservient to the varied and not always reasonable demands of social life."

OSWEGO.

TEACHERS AND SALARIES.

Most of the teachers at present employed in the Oswego schools are graduates of the State normal school of that city, and it might reasonably be supposed that this source of supply would prove abundant; but it is possible to secure the services of only a limited number who have received the highest training of this institution, for the reason that they receive offers of more remunerative situations in other localities. The progress of the schools has also been affected unfavorably by the resignation of some of the most experienced teachers to accept better salaries abroad, and the appointment of teachers of little or no experience to fill the vacancies. Not less than ninety teachers have left the employ of the board during the past five years, a majority of the number to accept more lucrative situations.

The time and means expended in preparation for this most important avocation are too frequently overlooked, in making the estimate for the suitable compensation of the teacher. There is no doubt that the remuneration should be somewhat commensurate, not only with the labor to be performed, but also with the time and means expended in qualifying for a position of so great responsibility. From nearly two hundred graduates of our training school, for the years 1869, 1870, and 1871, forty-one were employed in the city schools, and eighteen of this number still remain in the employ of the board. Ten of these are residents, while of the twenty-three who have resigned, only one resided in the city, showing a decided advantage in the employment of resident graduates, whenever continued service is a desideratum.

ABSENCE AND TARDINESS.

Irregular attendance is one of the most fruitful sources of evil connected with our public schools, and any plan which may be adopted by the board with the expectation of diminishing this evil should receive the hearty co-operation of parents. But many parents consider the rules arbitrary, interfering with their prerogatives, and claim the right to detain their children from school when they please. The last year, however, shows considerable improvement in these respects. The number of days absence was 39,097, 16 per cent. less than the average for the last four years; while the number of pupils tardy, 17,587, was 11 per cent. less than the average for the last four years.

ROCHESTER.

ATTENDANCE.

In addition to the ordinary causes affecting the average attendance during the year past, in all the schools, two others have tended seriously to affect the general result. The extensive improvements in one of the school-buildings made it necessary for the school to seek accommodation elsewhere during several months.

It proved impossible to obtain room sufficient for all the regular attendants, and little more than half the number of pupils were in attendance during this time. The movement of the Roman Catholics in establishing parish schools, upon which they compel the attendance of their children, has also affected the general attendance upon the public schools.

An attempt has been made during the last few years to prevent truancy by the employment of two school policemen; but their work, under the limitations which public opinion prescribes for them, has thus far been confined mainly to the children whose names are on the school register and to the few whose parents or guardians have invoked their aid.

DRAWING.

About two years since Bartholomew's system of drawing was introduced into the schools, meeting with most decided opposition on the part of quite a number of the patrons. For the first year, the superintendent was compelled almost literally to fight his way against the hostility of parents and the indifference and neglect of many of the teachers. During the school year just closed, the teachers have received instruction in drawing on Saturday mornings. In order to stimulate the pupils, a prize of \$5 was offered for the best set of drawings, in each of the first five grades. As the result of these combined efforts, drawing has been established as a regular exercise in all the grades.

GERMAN.

A German teacher has been engaged, and with the opening of the school year, in September, the study of the German language will be introduced into the schools.

SYRACUSE.

ATTENDANCE.

The time lost by absence during the year is equivalent to 373 pupils losing an entire year. "There seems," says the superintendent, "no remedy for this but a more stringent requirement from the board in respect to receiving excuses for absence; a rule that for all absences, except sickness, the pupil shall not be considered as belonging, or be permitted to attend school, for the remainder of the month in which such absence may occur. If this course should cause a pupil to fall behind his class, let him go into the next lower class until by extra study he may be able to regain his proper standing." During the year there have been 631 suspensions for irregularity of attendance, 209 of which were not reinstated. The superintendent is convinced that it will soon be found necessary to use police force to compel attendance at school.

NO NEED OF CORPORAL PUNISHMENT.

Suspension has proved more effectual than corporal punishment in governing schools. After five years of trial the schools are in better order than when corporal punishment was permitted.

DRAWING.

Regular instruction in drawing has been given in all the grades for two years, and, though without the advantage of experienced teachers, good progress has been made. Drawing is substituted for writing twice a week, and it has not been discovered that the writing has suffered in consequence.

UTICA.

SCHOOL ACCOMMODATIONS.

Utica owns seventeen school-houses, valued, together with the grounds, furniture, apparatus, &c., at \$287,673.76. Still there is a lack of school accommodations. The total number of sittings is nearly one thousand less than the enrollment. The pressure has been relieved, as far as possible, by renting rooms, and teachers have received pupils in excess of the regular number, by providing temporary seats. Still many pupils have been excluded from the public schools, and obliged to attend private schools, or, as is too often the case, left to run in the streets.

DRAWING.

The Bartholomew system of drawing was introduced in the schools at the commencement of the year. Although the study has been conducted by the regular teachers without the aid of a special teacher, the results have been so satisfactory that the continuance of the present method is recommended.

EVENING SCHOOL.

The first evening school was established in December, 1868. Since that time it has been in efficient operation during the winter months. Last session 150 pupils were enrolled, of whom a large proportion were factory operatives. Taking into consideration the limited time of its sessions, this school is hardly inferior, in regard to regularity of attendance, maintenance of order, and proficiency in studies, to any of our ward schools. That its benefits are fully appreciated by the class for which it is intended may be inferred from its crowded condition. Indeed, the lack of accommodations will soon necessitate the opening of another evening school.

BUFFALO.

ORGANIZATION.

The annual increase of the expenses of the department has been disproportionate to the increase of the number of pupils. The relief which the tax-payers demand can not be obtained under the present system of maintaining a full graded school in each district. The consolidation of the higher grades and the union of contiguous districts will not only make the schools more efficient, but will also materially lessen the annual expenditures. The city maintains 23 grammar schools, with a full corps of teachers in each, when the same work could be more efficiently done in 10 schools, and at a much less expense. Under the present organization 24 male principals are employed, at a

salary entirely inadequate. The work could be as well done by 10 male teachers, to whom a liberal salary could be afforded. The work of class-instruction should be given to female teachers. Such a reorganization of the school system would lead to the correct division of the schools into grammar, intermediate, and primary.

SCHOOL ACCOMMODATIONS.

The want of sufficient school accommodations seriously interferes with the success of many of the schools. At least 2,000 pupils could be added to the number now attending the schools, if they could be accommodated.

The city is also behind many others in adopting modern ideas regarding the internal arrangement of school-houses. The buildings recently erected are arranged in accordance with modern plans, but no effort has yet been put forth to remodel the old-style buildings.

ATTENDANCE OF PUPILS.

The average term-registration of pupils has been 14,525, and the average daily attendance per term has been 10,660. The measures hitherto adopted to remedy the growing evil of irregular attendance have been ineffectual. The enactment of a truant law, giving to the police authorities power, under certain restrictions, to compel the attendance of pupils at school, on complaint of the teacher or parents, would be the simplest and most effectual method to overcome the difficulty.

ATTENDANCE OF TEACHERS.

The adoption during the year of stringent measures—the superintendent even having in some cases exercised the right of suspension granted by the charter—for the purpose of securing greater punctuality on the part of teachers, was found imperatively necessary, and the results have been most satisfactory. The number of absences per month was reduced nearly three-fourths, only 23 days' absence being reported for December, and the number of tardinesses one-half. This is a great improvement upon last year.

SALARIES OF TEACHERS.

The salaries of female teachers, with a few exceptions, compare favorably with those of other cities, but the salaries of male principals are fixed at so low a figure that they are driven elsewhere to seek proper remuneration for their services. This narrow policy has injured our school system more than any other influence. The salary of male principals should be at once raised to \$2,000 or \$2,500 per annum, and teachers not worth the increased compensation should be dismissed.

STUDY OF GERMAN.

The German language is now taught in twelve different schools as an elective study. The number of pupils pursuing the study during the year has been 633, and seven teachers have been employed. It is recommended that this study be incorporated into the graded course, especially in the German districts.

DRAWING.

The progress in drawing during the year has been very satisfactory, and demonstrates an increasing interest in this most important addition to the course of study. The opposition at first manifested is gradually dying out, and at present, with rare exceptions, a general appreciation of its value is exhibited. The facilities for giving instruction in drawing should be extended by establishing an evening school for mechanical and industrial drawing.

THE COLORED SCHOOL.

This school more fully meets the wants of the colored people at the present time than ever before in its history. The total registration is 87; the average attendance, 60. The colored people who are owners of taxable property in the city have made frequent application for permission to send their children to the schools of the district in which they reside, claiming this privilege on account of the assessment of taxes upon their property for the erection and repairs of school-buildings. The charter provides that the city shall maintain separate schools for white and colored children. The authority to comply with the request of the colored people is not vested either in the superintendent or the common council. It is regarded by competent legal authority

that the civil-rights bill invalidates all State legislation which deprives them of the equal rights granted by the Constitution to all citizens of the Republic. The practicability of admitting them into the graded schools has been demonstrated in other localities. Whether the sentiment of this community will sanction such an innovation upon the established customs and usages of the department is a subject for serious consideration.

ASSESSMENTS OF PUPILS.

Unlike the schools in several of the larger cities, pupils are here compelled by ordinance to purchase their own text-books, except when in indigent circumstances; and a term-tax is imposed for the use of ink and pens in the writing exercise, no provision being made for the supply of these articles to the schools. Subscriptions have to be resorted to to raise funds for the purchase or rental of musical instruments used in the schools. If we desire to popularize our educational system, it must be divested of all petty assessments tending to excite the opposition of the public, and whatever outlay may be necessary should be defrayed by taxation.

NEW YORK CITY.

ATTENDANCE OF PUPILS.

The whole number of pupils who received instruction during some portion of the year is reported as 234,686; the total average attendance, 103,243. The large decrease in the number of pupils taught this year—amounting in the aggregate to 5,078—taken in connection with the small diminution of the average attendance, shows, probably, a less degree of fluctuation in the population of the city, occasioning a diminished number of changes from school to school, or perhaps a more careful registration of pupils on the part of the teachers. The latter was certainly the case in the evening schools; and in these schools the decrease was greater in proportion than any of the others. The prevalence of small-pox has likewise had the effect to diminish the attendance considerably in many of the wards of the city.

COMPARATIVE NUMBER TAUGHT.

The recent census returns show that the whole number of children residing in this city, aged from five to nine years, inclusive, is 100,598. This, of course, includes nearly all the pupils in the primary departments and schools, and many in the lower classes of the grammar schools, the average attendance in the former of which was 53,344; while the whole number of pupils taught in these schools during the year is reported at 127,651—evidently greatly swelled beyond the actual number by the constant change from school to school, and the consequent recounting of pupils in several of the schools. The whole number of children, residents of the city, aged from five to fourteen, inclusive, is returned by the census as 197,363, which must include nearly all our school-attendance; while the number taught, exclusive of evening and normal schools, is reported as 211,110; evidently much larger than the actual number of different children attending the schools some portion of the year. After all the allowance made on that account, these numbers, taken in connection with the large number of pupils who attend the evening schools as well as the private and parochial schools, completely disprove the statement that any considerable portion of our school population is growing up without acquiring an elementary education at least.

REGULARITY OF ATTENDANCE.

The average number of pupils on register in all the day schools was 112,957, and the percentage of absentees 18½. The pupils of the male grammar schools are the most regular in attendance, and those of the colored schools show the greatest degree of absenteeism; while the difference in regularity in the attendance of the primary department and the primary schools is considerably greater than existed during the previous year. This circumstance seems to show most conclusively that the arrangement of one grammar school and one primary department in a single building is the most convenient and the most popular; more especially as the primary departments are very often greatly overcrowded, while large, commodious, and comfortable buildings for separate primary schools are scarcely filled to one-half of their capacity; the schools therein being conducted with equal care and efficiency to those of the primary departments.

ACCOMMODATION AFFORDED BY THE SCHOOLS.

A comparison of the annual average attendance in each class of schools with the actual sitting accommodation afforded in each, including the number of seats in the class-rooms, and seats for one class in the main room, shows the excess of sitting ac-

commodations over the average attendance to be 23,872. This excess, when compared with other returns, proves that in the arrangement of the class-rooms there is an allowance of considerably less than 80 cubic feet of space for pupils; and brings up the question very forcibly, whether too many children are not crowded into the rooms, and thus proper ventilation rendered impossible. It is believed that such is the case, and it is suggested that the apparent excess should not be accepted as evidence that there is room for a corresponding increase of attendance. In very many schools the rooms are quite small, and by far too many seats are placed in them. The health of teachers and pupils is quite often irreparably injured from this circumstance.

EXAMINATIONS.

Examinations have been held in the several schools during the past year; most of them being visited twice for that purpose. The whole number of classes examined during the year is 2,025, besides which forty classes were inspected without being minutely examined.

MANAGEMENT OF SCHOOLS.

There is no doubt that this is the true standard of excellence in the management of a school: that the organization should be perfect, each part working in harmony with every other part, and all conducing to produce the effect designed. If this is the case, the principal alone is entitled to the credit of it, and, where it is wanting, the principal alone is answerable for the deficiency. It is very gratifying to know that, while so strict and just a standard has been applied, only seven schools out of 183 have been found greatly deficient.

It presents additional evidence that the schools are in the hands of faithful as well as skillful agents, and that they are using, to the best of their ability, the various instrumentalities with which they are supplied to attain successfully the object of the system.

COMPARATIVE PROGRESS OF THE DIFFERENT GRADES.

The male and female grammar schools have improved in discipline, spelling, writing, and highly in arithmetic, but have retrograded in reading. The primary schools and departments have improved in spelling, but in the other branches, as well as in discipline, they have retrograded, and the colored schools have retrograded somewhat in instruction, while in discipline the average is the same. The female grammar schools are considerably superior to any of the other classes of schools, and the colored schools are inferior to all the others. The discipline is superior to the instruction in all the schools.

COLORED SCHOOLS.

It is regretted that so unfavorable a report of the colored schools must be made. But while, in a comparative statement, they appear to great disadvantage, it must be borne in mind that, in the case of these schools, the basis of comparison is very small, being altogether only 45 classes out of a general aggregate of more than 2,000. Some of these classes are very well taught, and the greater part are quite commendable, being either excellent or good. Only 6 per cent. of the classes appeared to be below this standard in discipline. These schools labor under great disadvantages. They are scattered at very wide intervals over the city, and many of the children are obliged to walk miles to attend school. The circumstances of their parents are often such as to compel them to keep their children from school during a part of each week, and quite often during the entire summer months.

DISCIPLINE.

The schools, taken as a whole, present about the same condition, in respect to discipline, as in the report of last year; but it is very gratifying to find that the returns show a marked improvement in the male grammar schools, which appears to indicate that the teachers, becoming accustomed to the new modes of coercion, are meeting with less difficulty in keeping their pupils under proper control.

This, however, must always be a very trying part of the teacher's task, and should constantly receive the most judicious and effectual aid of the principal. When the class teachers are made to bear the entire burden of the labor and responsibility of this task, it can never be satisfactorily performed; and, on the other hand, those teachers who depend, to too great an extent, upon the principal's support, expecting an interposition of his authority even in minor cases of difficulty, must necessarily fail to acquire the requisite control of their pupils. The discipline of the female grammar

schools appears to be even better than last year, 92 per cent. of all the classes examined being reported as excellent in this respect.

The discipline of the grammar schools is, upon the whole, in a very creditable condition, and speaks well for the managing skill of the teachers, who can no longer avail themselves of the old method of coercion.

SUSPENSIONS AND EXPULSIONS.

The number of suspensions and expulsions from the schools during the year is as follows: From male grammar schools, 177; female grammar schools, 9; primary departments and schools, 139; colored schools, 2; in all, 327. Many of these pupils have been admitted into other schools and are enjoying the benefits of their instruction and discipline. A by-law, recently enacted, while it very properly forbids the permanent or final expulsion of any pupil from school, adds very greatly to the means of coercion at the disposal of the principal, since it prevents any pupil suspended from one school from obtaining admission into any other school without an exposure of the circumstances connected with his delinquency, and such evidence on his part as will justify such admission. Satisfactory results are anticipated from the working of this measure.

READING.

While the classes of the grammar schools, both male and female, can not justly be reported as decidedly deficient in reading, they have not in the examination of the past year come up to the standard of excellence adopted by the department.

Complaints are justly made that many of the lessons do not contain any information such as would arrest the attention of the pupils. Books are needed which contain lessons not only interesting but instructive. Selections from natural history could be presented, written in an entertaining style, which would charm the pupil, and the analysis and explanation of them would afford delight and profit. The objects referred to might be used as the material for lessons which would tend to develop the intelligence of the children to a far greater extent than very much of the object-teaching as now given.

Much of the time spent in reading exercises is to some extent thrown away. The pupils are listless while they are engaged in them, and the teacher conducts them in a merely perfunctory manner. They ought to be full of life and spirit. The teachers should bring to bear in the illustration of these lessons all the resources of their intelligence and information, and the pupils' mental activity should by means of them be stimulated to the highest degree. It is not enough that pupils should be interested, although many of the compilers of reading-books seem to think so. Their tastes must be improved and elevated, and their appetite for knowledge satisfied. Then they will learn to love books, and will know how to select and use them.

SPELLING.

There is a decided improvement in both the grammar and primary schools in this branch. The percentage of deficiency is, however, still too large, and it is hoped that it will, during the ensuing year, be considerably reduced. Besides the general test of writing extempore compositions on the slate, and brief lists of selected test-words in good and frequent use, special inquiry has been made into the spelling of ordinary personal names presenting any difficulty, and of those geographical names which are often employed in directing letters. No foreign names have been used in the examination, except such as are of commercial importance.

DEFINITIONS.

The teachers, with few exceptions, appear to be employing judicious means in order that their pupils should understand what they read, as well as the meanings and uses of all terms employed in connection with the other branches of study.

ARITHMETIC.

The aggregate of excellent and good results in this branch in the different classes of schools, as compared with last year's report, shows a slight improvement, except in the primary and colored schools. In the former of these, however, it is still, as during the preceding year, in advance of all the other subjects. In the female grammar schools it is far behind the other studies; although these schools still keep in advance of the male grammar schools in this respect.

Many of the teachers now realize the importance and benefit of varying the form or

style of giving out examples—especially practical—putting the pupils more upon their own resources, and compelling them to think and reason for themselves. This and other favorable indications, such as the more general tendency to brief and clear explanations, seem to promise more intelligent and decided progress than has yet been attained.

WRITING.

There is but little improvement to report in this branch. The classes, which were decidedly commendable, being either excellent or good, are, in the male grammar schools, 88 per cent. of the whole; in the female grammar schools, 96 per cent.; in the primary schools, 83 per cent.; in the colored schools, 81 per cent. Last year the returns showed 82 respectively. The variation is for the better.

Slate-writing is practiced universally, and generally with beneficial results. A free and legible handwriting is now quite common, even in the eighth grade or lowest classes. The extent of the practice in slate-writing and the creditable results attained have undoubtedly had a salutary effect upon the penmanship of the schools, the lower classes especially. The pupils in most of the schools now take great interest in their work with the pen, and improved results naturally follow.

DRAWING.

The instruction in drawing needs to be graded and methodized to be made perfectly effective. It is, however, carried on in most of the schools with a degree of success which, under the circumstances, is worthy of commendation. The special teachers employed for this purpose seem to be earnest and capable, and with a properly-arranged course of instruction for this branch, their services would prove a most valuable addition to the educational agencies of the system.

GEOGRAPHY.

This important and useful branch is intelligently and successfully taught. More practical instruction, however, in the geography of home and its surroundings would be interesting and profitable to the pupils. In connection with elementary geography, the pupils should be taught the cardinal points of the compass and how to find them. They should be able to distinguish and point to them from the position of the school or class-room.

OBJECT-TEACHING.

In the matter of object-teaching there is still a great lack of uniformity in the character and results of instruction; although general progress has been made during the past year. Most of the teachers knew nothing of the principle or practice of object-teaching when they entered the schools. Their own education had been obtained under a widely different plan, one where the prevailing modes of teaching led chiefly to an exercise of memory. A common mode of conducting lessons in the primary classes then consisted of asking questions and teaching answers to them, rather than a process of training pupils in habits of seeing, doing, and telling.

Under such conditions it is evident that improved methods could be introduced into the schools, if introduced at all, only by means of external influences. The visitation and annual examination by the superintendents, and the training given in the Saturday normal school, to such teachers as chose to attend, were the chief influences available for securing the general instruction of new methods of teaching.

In the establishment of the normal college and the model primary school there is now provided an important additional means for further improvement of the character of primary instruction in our public schools.

LICENSING OF TEACHERS.

During the past year licenses have been conferred upon 135 persons, 18 males and 117 females. It is desirable that the standard of requirement should be raised, and this will probably be effected as soon as the female normal college may be expected to realize the anticipations of its founders. As soon as the requirements are definitely fixed for a diploma of graduation from that institution, it would be unjust that a full certificate of license should be issued on any inferior standard of qualification. While those who are not graduated should not be excluded from employment as teachers, it would be unjust to license those of inferior qualifications to the graduates.

The present system of awarding unqualified licenses to those who have no experience, no assumed skill, and no mature scholarship, is of questionable expediency and at variance with the practice elsewhere.

ABSENCE OF TEACHERS.

Some of the schools suffer greatly from the absence or irregularity of invalid teachers. The whole number of days thus lost during the year was 18,794, averaging 9 days for each teacher, and 4 per cent. of all the days of service. The matter is one of importance, and should be kept under careful surveillance. While it is right that conscientious and faithful teachers should be treated with consideration when incapacitated by sickness from attending to their duties, some arrangement should be made by which their classes would not be neglected during their absence, as is now often the case.

NEED OF SCHOOL LIBRARIES.

The want of some kind of library for the use of pupils is plainly indicated by their lack of general information, and of a taste for profitably interesting books and subjects. A well-selected library of small volumes, such as might be easily chosen, and at little cost, is so great a necessity, that so long as the schools are without it, the system of public instruction is not only defective in a very important particular, but is really mutilated. In Boston and other large cities, there are school libraries and free public libraries, which boys and girls are permitted and encouraged to use. In the city of New York there is almost nothing.

EVENING SCHOOLS.

The evening schools, which closed their sessions in February last, were all visited, and the classes in each were carefully and minutely examined. The character of the instruction, as ascertained by these examinations, was, in 36 of these classes, excellent; in 119, good; in 51, fair; and in 10, indifferent or bad; that is to say, 28 per cent. of the classes examined were decidedly deficient; while in the day schools only 9½ per cent. of more than 2,000 classes were deficient to this extent. The number of pupils on the register of the schools, at the time of the examination, was 9,696, of whom 5,311 were examined. Of these pupils, only about 25 per cent. were below the grammar-school grade; and of these nearly all were above the third primary grade.

There is a very great difficulty in obtaining for these schools teachers of the requisite capability for the special and peculiar duties which must necessarily devolve upon them. Those who, in the ordinary way and with the ordinary agencies, are able to succeed in the day schools, are not always competent for the evening service. At the present time too many primary-school teachers are employed whose age and experience are inadequate for the performance of the task which they assume. Teachers of mature judgment and extensive general information, tact in management, and, above all, an earnest spirit, are especially needed.

LECTURES.

It would be desirable to make provision for the delivery of useful and interesting lectures in all the evening schools specially adapted to the wants of the pupils, and calculated to make a deep moral impression, enkindling or encouraging an ambition for excellence and a love of rectitude and truth.

AMERICAN MUSEUM OF NATURAL HISTORY.

The past year has been one of marked growth and increased prosperity for the museum. Twenty thousand dollars have been raised to pay off all obligations on the collections, including the rare and artistically mounted specimens selected from the extensive properties of Madame Verreaux and Madame Verdey, of Paris, and all these valuable collections have been safely received, and are now placed on public exhibition. More donations of specimens have been received during the past few months than in the three years previous.

In order to exhibit these additions, the department of public parks has provided several new cases in the two upper stories, filling up all the available room, and has also appropriated a part of the lower floor, which will soon be occupied. The plans for the new building to be erected have been completed, and the preparation of the ground is already far advanced.

Specimens and books are constantly offered to the museum at reasonable prices, and one of the largest collections of birds and works on ornithology in the world is soon to be offered for sale in Europe; hence, it is urged that the subscription list of the museum be increased from \$80,000 to \$200,000 at once.

Nearly every day the halls are thronged with visitors, numbering frequently from 5,000 to 10,000.

STATE NORMAL SCHOOL AT ALBANY.

The school year of 1871 was one of continued prosperity. The average time spent in teaching before entering the school was two terms. The number of graduates last year was 59. The course of instruction and practice occupies two years. Pupils are, at the proper stages of their progress, required to teach in the model and primary schools for a term of nine weeks, under the supervision of the president.

STATE NORMAL COLLEGE AT BUFFALO.

The school is organized in two departments, a normal and a training school. The trustees design to connect with it a scientific and collegiate department. Students desiring to pursue the courses must pass the entrance examination to the normal course.

STATE NORMAL SCHOOL AT FREDONIA.

The course of study occupies three years; but pupils may be admitted to any class on examination.

THOMAS ASYLUM FOR ORPHAN AND DESTITUTE INDIAN CHILDREN.

The number of children reported in this institution at the close of the year ended September 30, 1870, was 99. At the commencement of the present year 2 were received and 15 discharged, leaving 86, of whom 65 remained through the year. There were received during the year 26, making a total of 112, of whom 61 are boys and 51 girls. There was 1 death during the year, and 22 were discharged, leaving at the close of the year 89, of whom 50 are boys and 39 are girls.

The receipts for the year were as follows:

From the State of New York for the support of children	\$7, 112 46
Share of general appropriations to incorporated asylums	569 75
United States Indian Department	1, 000 00
Donations and voluntary contributions	98 25
Annuities of Indian children	255 58
Labor, and sale of various articles	104 99
Total receipts	9, 141 03

The total expenditures for the year amounted to \$8,559.47, and certain bills not yet settled will increase this amount by \$200, leaving in the hands of the treasurer \$381.56. Improvements are in progress which, when completed, will facilitate such industrial operations as may be carried on by the children, and thus reduce the cost of sustaining the institution.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

This institution is by far the largest of its kind in this country, and, probably, in the world. There are five classes of pupils under instruction, as follows:

1. Children of indigent parents, between 6 and 12 years of age, placed therein under the provisions of the laws of 1863 by the town overseers of the poor, or by supervisors. They are supported, at a cost of \$230 each, by the counties respectively from which they are sent, and are called county pupils.
2. Children of indigent parents, between 12 and 25 years of age, appointed by the superintendent of public instruction, under the laws of 1864. These are State pupils, and an appropriation of \$300 each per annum is made for their support. Their clothing, at the rate of \$30 each per annum, is paid for by the several counties from which they are appointed.
3. Pupils paying for their tuition and maintenance.
4. Pupils, between 12 and 25 years of age, supported by the State of New Jersey.
5. Pupils supported by a scholarship created by the late Thomas Frizzell Thompson, and known as the Frizzell fund, and which yields an income of about \$300 per annum.

It is required by this department that the certificate for establishing the indigence of parents in order to secure the appointment of their deaf-mute children as State pupils shall be signed by the overseers of the poor. This inquisition, which is often made to ascertain the fact of indigence, deters many worthy persons from any effort to secure the benefits of the institution for their unfortunate children.

It is almost universally the case that paying pupils are not continued as long under instruction as State pupils, and are thus deprived of opportunities of incalculable ad-

vantage to them. In the States of Ohio, Indiana, Illinois, Minnesota, and Iowa, education is free for the deaf-mute children of rich and poor, and, since the argument for their education is not founded on charity to the individual, but on the public welfare, it seems that the statute of this State should be at least so modified as to authorize the appointment of children as State pupils whose parents, though not indigent, are too poor to pay for their maintenance at this institution.

This school is free from debt, and possesses twenty-eight acres of land, worth, independent of the buildings upon it, not less than \$700,000, a property permanently dedicated by law to the education of the deaf and dumb.

Of the 29 teachers, 12 gentlemen and 5 ladies are deaf-mutes, selected from the graduates on account of their familiarity with the English language and rare facility for teaching their fellows in misfortune. The basis of instruction is the sign language, but there is also a department of articulation, numbering about 50 pupils. The high class of the institution, for which an additional term of three years is allowed by law for special pupils, is developing the education of the deaf and dumb to a superior degree.

INDUSTRIAL INSTRUCTION.

Instruction is provided for the pupils in mechanical trades, that they may have a means of support when they leave the institution. The girls are trained to dress-making, tailoring, plain and fine needle-work, and the use of the sewing-machine. The boys learn carpentry, cabinet-making, house-painting, shoemaking, tailoring, and gardening. It is proposed to add printing to the list of trades.

EPIDEMIC FEVER IN SCHOOL.

During the year ended September 30, 1871, about two months of instruction were practically lost by a visitation of typhoid fever, of which there were fifty-nine cases. Eight pupils and one teacher died. Various causes were assigned for the endemic character of the disease, but those in charge of the institution are of the opinion that it was attributable to leakage in the pipes leading from the house to the sewer, subsequently discovered and repaired, and to sluggish drainage consequent upon a deprivation of Croton water for a period of two weeks, about the time of the breaking out of the disease. This circumstance led to the appointment of Dr. S. D. Brooks as resident physician and superintendent of the domestic department.

The accomplished principal, Professor Isaac Lewis Peet, retains his position as head of the educational department, and has charge of the admission and government of pupils, and assigns pupils to their trades, in which instruction is given a portion of each day.

INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

The primary design of this institution was to furnish instruction, according to the articulative method, to those who became deaf after having acquired speech. Yet a considerable number of congenital mutes has been received, and the testimony of the teachers is that, with few exceptions, they have made as rapid progress in their studies as those pupils who had not entirely lost the power of speech.

NEW YORK INSTITUTION FOR THE BLIND.

This institution is in a prosperous financial condition, and it is believed that in capacity for usefulness and efficiency it will compare favorably with any institution of its kind in the country.

UNION THEOLOGICAL SEMINARY.

This seminary is open to students of every denomination of Christians. Those whose circumstances require it may be aided by the Presbyterian board of education, or the American Education Society, or from the seminary scholarship fund, which amounts to \$50,000. Seventeen thousand volumes of the library are from the library of Leander Van Ess, chiefly rare and valuable works.

AUBURN THEOLOGICAL SEMINARY.

This seminary is open to every denomination of evangelical Christians. Indigent students may receive aid from the seminary scholarship funds, from the Presbyterian board of education, or the American (Congregational) Educational Society, to an amount not to exceed \$250. A number of permanent scholarships has been established. The new library building, the memorial offering of Hon. William E. Dodge and Hon. Edwin B. Morgan, will soon be ready for use.

UNION HOME FOR SOLDIERS' AND SAILORS' ORPHANS.

By a recent legislative enactment, this institution receives from the county of New York a *per capita* allowance according to the age of the children under its care. The number of children under the care of the institution, March 5, 1872, was 73 girls and 150 boys; total, 223. The expenditure for the year amounted to \$39,093.67.

The boys are, as far as possible, instructed in trades. A shoe-shop has for some months been in successful operation. The boys employed in the shop make their own shoes, and the oldest boys have been appointed to positions in the money-order department of the post-office, and are filling them creditably. The report of the school department shows it to be in a very satisfactory condition. The school is continued through the year with no vacation.

HOME FOR THE FRIENDLESS.

The report shows 457 children in the home during the year. Number in home-school, 227. There are also connected with this institution 11 industrial schools. The home is now in its thirty-ninth year.

WARTBURG ORPHANS' FARM-SCHOOL.

This institution, located at Mount Vernon, Westchester County, New York, was organized in 1866, under the auspices of the Evangelical Lutheran Church. Sixty-three children have been received into the institution, and the expenditure for the year ended May 1, 1872, was \$5,911.04. The children are of German and American parentage, and are all instructed in both languages.

NEW YORK JUVENILE ASYLUM.

The original design of this asylum was to reach the juvenile vagrancy of the city, and in this it has been most successful.

There have been in the asylum during the year 1,124 children, of whom 517 have been discharged or indentured, leaving at the close of the year 607. The daily average for the year is 618. Whole number since the opening, 15,908. A fact worthy of note is that while in the earlier history of the institution the great majority of the children were committed by magistrates, and but few placed there by parents or friends, for the last few years the reverse of this is true; the great majority having been surrendered by friends. The average age of admission is 14.

Truancy and disobedience are the usual causes of commitment. Two-fifths of the number received could not read; three-fifths were orphans or half-orphans. More than one-fifth were of foreign birth, and nearly one-third of the parents were intemperate. The number indentured has averaged over 170 a year. A school is constantly maintained, and an industrial department is in successful operation. Both girls and boys are employed and instructed in trades.

HALF-ORPHAN ASYLUM.

Established in 1835, in the city of New York. Since December 15, 1870, 98 children have been admitted and 108 dismissed; of these 88 were returned to their friends, 18 were placed in situations, and 2 transferred to the Catholic protectory. Expenditure for the year, about \$24,000.

FIVE POINTS MISSION.

There have been in this school during the year 875 children; average daily attendance, 401. Both the school and industrial department are in a flourishing condition. This institution is under the care of the Ladies' Home Missionary Society of the Methodist Episcopal Church.

HOUSE OF REFUGE OF CITY OF NEW YORK.

Incorporated in 1824. The managers report that the whole number of children received since the opening, in 1825, is 14,275. The number of inmates during 1871 was 1,371. Of these 502 were indentured or discharged, leaving January 1, 1872, 869 inmates. Of these 47 were colored. Of 681 admitted during 1871, only 69 were of American parentage. The average of admission is 14 years, 5 months, 18 days. Nearly one-half of those admitted during 1871 were half-orphans, and 42 were orphans. Four classes have graduated from the industrial department during the year, and every member of these classes voluntarily signed the pledge before leaving the institution. The expenditure for the year was \$106,175.91.

WESTERN HOUSE OF REFUGE.

Located at Rochester, New York. The number of boys in the house during the year was 544. Of these 108 have been discharged, 5 transferred, and 3 have died, leaving 428 remaining December 31, 1871. Of the 192 received during the year, 53 were of American parentage, 73 were half-orphans, and 19 orphans. Number in school during the year, 277. The labor department has been in an unsettled condition during the year, and the boys have been much of the time unemployed. On an average 65 have been employed in the shoe shop. A band of instrumental music has attained great proficiency, and at the fair of the agricultural association received the first premium of \$50. The "badge system," which provides for the wearing of different grades of badges for good behavior, has worked very satisfactorily. It is urged upon the legislature to make provisions for the reception of girls.

BELLEVUE MEDICAL COLLEGE.

The success of this college is regarded by the faculty as an evidence of the importance of the plan of instruction which constitutes the distinctive feature of the college, namely, the union of clinical and didactic teaching. Bellevue and the charity hospital, admitting from 10,000 to 12,000 patients annually, afford every advantage to students. A session is held in summer with a view to make available the peculiar clinical resources afforded during the summer months. The number of graduates last year was 130.

ECLECTIC MEDICAL COLLEGE.

The principles of medicine inculcated in this college are denominated eclectic. The student is taught that the investigation of the science of medicine should be free and untrammled; that independent thought and research are the right of every one, and that every educated physician should be treated with professional courtesy. From the first session of the college female students have been admitted upon the same conditions as males. Instruction in some branches is given to female students separately, when desired.

NEW YORK HOMEOPATHIC MEDICAL COLLEGE.

The completion of the new building and the prosperity which the college has attained since its reorganization mark an epoch in the history of the college and of homeopathy. It is proposed to introduce some innovations in the course and methods of instruction. To this feature the special attention of students and of the profession is called. The number of graduates last year was 36.

COLLEGE OF PHARMACY OF THE CITY OF NEW YORK.

This institution was chartered in 1831, and permanently extended in 1856. A more extended course of instruction than that heretofore pursued is offered for the coming year, and auxiliary summer classes have been organized, offering unusual inducements to students.

MEDICAL DEPARTMENT OF THE UNIVERSITY OF BUFFALO.

In the plan of instruction adopted, clinical teaching occupies an important and prominent position; the Buffalo hospital of the Sisters of Charity and the Buffalo general hospital furnishing ample material. Physiology is taught by vivisection and experimental illustrations—a method of instruction which was first successfully introduced in this country in the University of Buffalo. The number of graduates last year was 34.

NEW YORK COLLEGE OF DENTISTRY.

An infirmary is connected with this college as a public charity. The operations are performed by students of the college, under the supervision of the professors. The college is authorized to confer two diplomas, both of which are approved by the regents of the University of the State of New York.

REPORT OF THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

The board of regents is composed of 23 members. The chancellor is Hon. John V. L. Pruyn; secretary, Hon. S. B. Woolworth. The institutions required to make annual reports to the regents, and subject to their visitation, are literary colleges, medical colleges, academies. Concerning colleges, the regents remark that most of

REPORT OF THE COMMISSIONER OF EDUCATION.

The report of the Commission on the subject of the -vident demand of the age for a more practical and -efficient system of education is -with these and other -features of the -future of the -education system become more practical.

PROFESSIONAL EDUCATION.

The report states that the preliminary -examination has been continued -with slight modifications. It results from the -examination have -clearly indicated serious defects in the -present -examination. While the requirements of preliminary -examination are not changed, the number of -examinations which have been found to have made the -examination are not reported to be -less than one-half of the number allowed before the -examination was instituted. The -steady increase, since 1867, in the number of -examinations to be -examinations, a result due to the -operation of this system of preliminary -examinations.

The report also refers with gratification to the number of -examinations in successful -operation in the -state.

COLLEGE OF THE CITY OF NEW YORK.

Established in 1827 as the Free Academy, endowed with collegiate powers and privileges, it was changed to College of the City of New York in 1856. The -examination is -examination for -examination. Candidates for -examination must have attended one of the -examination schools of the -city for at least one year. Students may pursue either a -course in a -commercial course. An -intermediate department affords preparation for the -examination department.

INDUS COURSE.

The -examination department of this college embraces two courses of study, the classical and scientific. The latter course has recently been reorganized and extended to -examination years. There are also special courses of instruction in civil engineering and in analytical chemistry. The endowment of the college consists of funds granted by the -state for -examination purposes, and of a property placed in trust for the college by the late Dr. -examination, now yielding at present an annual income of \$161,000.

INSTITUTIONS OF PRESENT POWER.

In June, 1872, the Rev. Eliphalet Snes Porter was inaugurated as president of the college. Addresses were made by Dr. Porter, Governor Hoffman, Hon. Ira Harris, (chairman of the board of trustees), Chancellor Pruyn, and others. The president, in his inaugural address, said that "at this epoch, when the world round, the cry goes forth for liberty in its age non-essential, Union College may well glory in her title, and stand true to the fundamental religious principle of her charter: 'In essentials, unity; in non-essentials, diversity; in all things, charity.'"

An increase of the endowment fund is much needed. The president's report says, "Union stands almost alone in lacking, until lately, evidences of that liberal regard manifested elsewhere during recent years, in the foundation or endowment of educational institutions."

CORNELL UNIVERSITY.

The report of the president states that the last year has been the most satisfactory since the organization of the university. The institution has been greatly strengthened by the additions to the faculty, the increase in buildings, apparatus, and books, and the steady amendment and extension of the system. Faculty and students have worked through this year far more smoothly than through any year before, and not less energetically.

The number of students registered, considering the fact that the standard of entrance examinations has been constantly raised, is most encouraging. There are, besides the elective and special courses, the scientific course, the arts or classical course, and the philosophical course. The president thinks that "the time must soon arrive for the establishment of a fourth general course, to be called the course in history, literature, and political and social science, requiring four years of study leading to the degree of B. L., (Bachelor of Literature.)"

The condition of the various colleges is reviewed, and considered in the highest degree satisfactory. During the year a college of architecture has been established, and has received a gift of probably the largest and most complete architectural library in the country.

The financial condition of the university, as shown by the treasurer's report, is highly satisfactory.

The printing establishment affords work and the means of maintenance to upward of twenty students. From it have been issued the University Register, various text-books for the institution, a weekly journal published by the students, and a large number of pamphlets in various languages.

The president recommends that as soon as the financial condition of the university permits, there be established five or six fellowships, with an income of \$400 to \$500 each, the incumbents to be elected to the faculty from the graduating classes. These gentlemen should be required to reside in the university buildings and to teach or render some service equivalent. This would give the university aid just where it is needed.

The library is arranged upon a system based upon that of Brunet.

HOBART COLLEGE.

There are two courses, a collegiate and a scientific course. Ten schools are in correspondence with the college, and prepare students for admission.

RENSSELAER POLYTECHNIC INSTITUTE.

Founded in 1824 at Troy, New York, as a school of theoretical and practical science. In 1826 it received its charter from the legislature, and in 1849 was reorganized on the basis of a general polytechnic institute. In 1870 a committee was appointed to consider the propriety of a change in the course of study. They recommended that the standard of admission be raised, that there be less of mathematics and more of technics in the mining-engineering course, and that a department of mechanical engineering be established. Hitherto the Rensselaer has been at the head of technical schools, but now it is unable, for want of funds, to compete successfully with the schools of this character established by Harvard and Yale. The number of graduates in 1872 was 17.

BROOKLYN COLLEGIATE AND POLYTECHNIC INSTITUTE.

Students are distributed in eight grades, the four lower constituting the academic department, and the higher grades the collegiate department. Besides these there are four special courses, classical, liberal, scientific, and commercial. Each grade occupies one year. At the end of the sixth grade students are prepared for the freshman year in any college.

SYRACUSE UNIVERSITY.

The establishment of this university was the result of the action of the State convention of the Methodist Episcopal Church of New York in 1870. The convention gave the institution its name and appointed a board of trustees. The corner-stone of the building was laid in August, 1871, and the faculty inaugurated at the same time. The college of physicians and surgeons attached to the university commenced its first course of lectures October 3, 1872. The endowment fund amounts to \$650,000. Frederick Hyde, M. D., is dean of the medical faculty, and Alexander Winchell, LL. D., is chancellor of the university.

UNIVERSITY OF ROCHESTER.

This institution offers two courses of study, classical and scientific, each extending through four years. The Hon. Hiram Sibley, of Rochester, has provided to erect a fire-proof building, at an expense of not less than \$95,000, for library and cabinets. This building will be commenced during the current academic year. General John F. Rathbone, of Albany, has given \$25,000, the income to be appropriated to the increase of the library. Indigent students, having the ministry in view, receive assistance from the New York Baptist Union for Ministerial Education.

VASSAR COLLEGE.

Candidates for admission must be at least 15 years of age, and no student is received for a less period than the collegiate year, or what remains of it at the time of her entrance. The full course of study extends over four years, and corresponds to the usual college course. Provision is also made for instruction in music, drawing, painting, and modeling. The price of board and tuition is \$400 for the college year.

Several societies exist among the students; the Philaethian, for literary improvement; the Cecilia, for the culture of music; the Sévigné, for improvement in French; the society for natural history; the society for religious inquiry; and the floral society, for improvement in ornamental gardening.

The grounds embrace about 200 acres. An astronomical observatory, a museum of

natural history, and a cabinet of geology and mineralogy are connected with the college. The growth of the library is provided for by annual appropriations. An auxiliary fund of \$50,000 was provided by Mr. Vaassar for the purpose of aiding students who are unable to meet the full charges; also \$50,000 for a lecture fund, and \$50,000 for a library, art, and cabinet fund.

ELMIRA FEMALE COLLEGE.

The course of study embraces a collegiate department, a preparatory department, and an eclectic department. A department has also been organized for thorough instruction in drawing, painting, and modeling. The college has recently received a legacy of \$25,000, and a gift of \$4,000 to found a scholarship.

MANHATTAN COLLEGE.

This college has four departments, classical, scientific, commercial, and preparatory. The number of students in all departments is 707, including De la Salle Institute and Manhattan Academy, connected with the college.

SAINT JOSEPH'S COLLEGE.

This college is conducted by the Christian Brothers. The courses of study are literary, scientific, commercial, and preparatory. There is also a department of art.

SAINT STEPHEN'S COLLEGE.

This college is conducted under the auspices of the Episcopal Church, as a training school for the theological seminary.

COLLEGE OF SAINT FRANCIS XAVIER.

This institution, incorporated with the privileges of a university, is conducted by the Fathers of the Society of Jesus. There are two courses of study, collegiate and commercial, and a preparatory department.

CLAVERACK COLLEGE.

This institution is open to both sexes. A commercial college and school of trade are connected with it. The male students are under military instruction. Degrees and diplomas are conferred on male and female students alike.

PACKARD'S BUSINESS COLLEGE.

The course occupies from twelve to eighteen months. A foreign department has been established for the practical application of modern languages in business transactions.

INGHAM UNIVERSITY.

This university is devoted exclusively to higher female education. It offers two courses, classical and scientific. There is also a department of art, for instruction in drawing, painting, and music.

MONROE COLLEGIATE INSTITUTE.

This institute is open to both sexes. The course of study embraces three departments, classical, English, and preparatory.

PACKER COLLEGIATE INSTITUTE.

The object of the institution is to furnish a complete collegiate education for young ladies.

HUNGERFORD COLLEGIATE INSTITUTE.

This institute is open to both sexes. Four courses of study are offered, classical, preparatory, scientific, and commercial.

FORT EDWARD COLLEGIATE INSTITUTE.

This college is open to both sexes. The courses of study are classical, preparatory, and commercial.

JAMESTOWN COLLEGIATE INSTITUTE.

This institution is under the charge of the board of education, as a portion of the public-school system. Normal and commercial departments are connected with it.

LE ROY ACADEMIC INSTITUTE.

This institute is open to both sexes, with preparatory and academic departments.

ROCKLAND FEMALE INSTITUTE.

This was incorporated in 1855 as a female seminary. The course of study is the same as that of colleges for young men.

BUFFALO FEMALE ACADEMY.

This institution is divided into five departments—collegiate, first academic, second academic, third academic, and primary. The buildings are valued at \$51,000.

MECHANICSVILLE ACADEMY.

This is open to both sexes. Having been designated by the regents of the university of the State for the education of common-school teachers in Saratoga County, a normal class will at once be organized.

ITHACA ACADEMY.

This academy is open to both sexes. Its close proximity to Cornell University affords special advantages to students. The courses of study are academic, English, and classical. Special courses may also be pursued.

CORTLAND ACADEMY.

This is open to both sexes. A teachers' department, established by the regents of the university, will immediately be opened.

HARTWICK SEMINARY.

This institution was founded in 1816 as a theological and classical seminary. It is connected with the Lutheran Church, and is open to both sexes.

THE LONG ISLAND HISTORICAL SOCIETY.

This society was incorporated in 1863, and is located at Brooklyn. The objects of the society are, first, the collection of a general library of reference, especially complete in every thing that relates to American history, composed in part also of extensive and finely illustrated works of a class not commonly found in circulating libraries or in private collections; secondly, the collection and publication of manuscripts and original matter, not before printed, upon the history of this country; thirdly, the collection of historical paintings and engravings, records, and memorials; fourthly, the formation of a museum of natural history, illustrating the flora and fauna of Long Island.

The library now contains about 21,000 bound volumes and over 20,000 selected pamphlets. It comprises many valuable volumes relating to general American history, and is especially strong in works relating to American local history and family genealogy. The other historical departments are already well furnished, and constant additions are making by purchase and gift.

UNIVERSITY CONVOCATION.

The ninth anniversary of the University Convocation of the State of New York was held at Albany, August 6, 1872.

The first paper presented was by Professor M. H. Paddock, Medina Academy, on "The academy as the educator of common-school teachers." The objections to special

training-schools were stated to be the great expense, the high wages of the graduates, and bad feeling engendered from distributing State aid unequally in different localities; while the advantages of academies were the preparation of greater numbers, more advantages for students, and the entire capability of the academies for the work demanded. He thought the academies and union schools ought equally to secure recognition from the State in her legislative appropriations for school purposes.

Professor C. M. O'Leary, Ph. D., Manhattan College, read a paper on "Ethical aspects of science," which was discussed with favor.

Professor E. F. Bullard, A. M., of Keeseville Academy, read a paper entitled "The new departure in education."

Professor Edward North, of Hamilton College, discussed, in a paper, "The good life in college." The benefits enumerated as the results of college life were, that students learn what they are in themselves, were introduced into the world of letters, gained mental discipline, power in the use of English, habits of close observation, religious character, and social cultivation.

G. W. Samson, D. D., Rutgers Female College, read an article on the "Modification of the established curriculum requisite and legitimate in colleges for young women."

President Allen, of Alfred University, read a paper on "The increase of the literature fund," and Professor Gould, of Cornell University, a paper on "Agricultural education," referring to the great lack in this direction, and the need of departments in colleges and universities for imparting this kind of instruction. In a discussion which followed, President White, of Cornell University, made a statement of what had been accomplished in agricultural education in that institution.

The second day commenced with a paper by Professor Mears, of Hamilton College, on "Herbert Spencer's religion."

President Barnard, of Columbia College, discussed the subject of "Elective studies in colleges."

Professor Tayler Lewis, LL. D., read a paper on "The moral and the secular in education." He concluded with the statement that four ideas must be taught in the schools, and we must not compromise beyond these: namely, a personal God, ruling over men and nations; divine law for moral government; man immortal; Christ the light of the world. The State cannot be neutral; to banish the Bible is to be anti-Christian.

Dr. King, of Fort Edward Institute, expressed strong disapprobation of the resolutions of the State teachers' association in opposition to the academies.

Professor H. T. Eddy, C. E., Cornell University, read a paper on "A new method of integrating the square roots of quadratics."

Professor W. C. Given, of Ithaca Academy, discussed "The co-relation of academies and universities."

Majority and minority reports were presented on "The metric system," by Drs. Davies and Thompson, respectively.

The honorary degree of Doctor of Philology was conferred upon J. E. King, D. D., of Fort Edward Institute, and that of Doctor in Literature upon Dr. Barnard, of Columbia College.

The university necrology of the year is as follows: Vice-Chancellor Erastus Corning, Albany; Professor Samuel F. B. Morse, LL.D.; Professor George W. Eaton, D. D., LL. D., Madison University; Professor Edward W. Root, Hamilton College; Trustee William Kelley, University of Rochester.

In the evening the convocation enjoyed the hospitalities of Chancellor Pruyn.

The third day opened with a paper on "The relations of the schools to the State," by Professor Oliver Morehouse, A. M., of Albion. He thought the system should be arranged so that each grade should be a feeder to the one next above; that all should be free, from the primary school to the university, as well as the academies and normal schools. An animated discussion followed, a unanimous opinion being expressed by those who spoke that "the State should educate the youth of the State," providing amply for free education.

A committee on subjects relating to academies reported the advantage of the preliminary examination instituted by the regents in promoting thoroughness, and recommending its extension to higher branches. After a lengthy discussion of the report, a resolution was adopted that this convention recommend the preparation by the regents of a manual of questions on the subjects of arithmetic, geography, grammar, and history of the United States, from which selections shall be made for the preliminary examinations.

The convocation then divided into college and academy sections, and each discussed certain topics pertaining to their respective sections.

In joint session the two sections afterward reported progress; and a resolution was unanimously adopted, approving the action of the State teachers' association, and pledging support to the establishment of the New York State Educational Journal; and, after a brief concluding address by Chancellor Pruyn, the convocation adjourned to the first Tuesday of August, 1873.

NEW YORK STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual meeting of this association was held at Saratoga Springs, July 23, 24, and 25, 1872.

Wheaton A. Welsh, first vice-president, called the meeting to order, which was opened with prayer by Rev. Mark Hopkins, of Williams College. Superintendent L. S. Packard, of Saratoga, gave an address of welcome. Ex-President Cruikshank, of Brooklyn, responded, referring to the early history of the association, and stating that a teachers' association was formed in that place thirty-seven years ago, and three of the members then present were present also on this occasion, viz, M. P. Cavert, D. H. Crittenden, and Augustus P. Smith.

The president, J. H. Hoose, of Cortland, then gave his inaugural address. This was an elaborate address, and closed with a general summary of the discussion of the business of teaching, as to the manner of introduction, by declarations and acts of individuals, by customs and usages, and by principles of national method. He referred to the universal desire to develop the profession of teaching, as manifested in the efforts to establish a national university, to enlarge the Bureau of Education at Washington, the growing interest in educational associations, and the greater attention paid by normal schools to the philosophy of education.

The address closed with appropriate suggestions as to the work of the association for the coming year, and urged all to unite to work out speedily a higher and nobler idea of the teacher's profession.

At the evening session Rev. C. H. A. Bulkley, of Malone, read a paper upon "Music in our schools," which was followed by a lecture upon the "History of the philosophy of pedagogics," by Dr. C. W. Bennett, of the Syracuse University, who treated the subject with great thoroughness.

Second day.—Hon. Edward Danforth, of Albany, from the committee on the condition of education, reported that the school system of New York is just sixty years old, and is to-day the proudest monument and noblest achievement of the State. There is not a hamlet so obscure that the children have not the opportunity of a free education. The statistics of the schools for the year were given, as furnished by the report of the State superintendent, and it was stated, in addition, that during the year 1871 fifty-seven institutes were held in fifty-seven counties, besides one for Indian teachers on the Allegany and Cattaraugus reservations, with an aggregate attendance of 10,423, being the largest number ever recorded in a single year, and being 80 per cent. of the entire number employed in the counties where the institutes were held.

A paper on "Reading in our schools," by Mrs. Emily A. Taylor, of Albany, was then read, which was followed by a discussion of the subject, in which Dr. Armstrong, Professor Barker, Professor Barrington, Dr. Woolworth, and several others took part.

Professor S. S. Packard next read a paper on "Preparation for business," which called forth in an animated discussion Dr. Armstrong, Dr. McVicar, Professor Mead, and Professor Stowitts.

In the afternoon Professor S. A. Ellis, of Rochester, read a paper upon the "Rise and progress of high schools in the State." He said that in 1825 the first high school (for boys) was organized in the city of New York, and in 1826 a similar one was organized for girls. Now, he remarked, it is impossible to meet with an annual report of any city superintendent, in a locality where a high school has been established, in which it is not spoken of as the most valuable addition to the system of graded schools.

Dr. T. L. Griswold, of Owego, read a paper upon "Physical *versus* Mental Training," the object of which was to show that all educational training should be adapted to the outer or external man's compound nature.

Professor Stowitts, of Buffalo, favored physical training. Mr. Ross, of Seneca, thought Americans, as a race, were degenerating physically as well as mentally. Professor Barker, Dr. King, of Fort Edward, Dr. Griswold, and Dr. McVicar, continued the discussion at length.

In the evening a paper was read on the "Qualifications of teachers," by Charles T. Poole, esq., of Deansville. Mr. Jelfe, of Brooklyn, read Dickens's trial scene from *Pickwick*. Hon. B. G. Northrop, of Connecticut, gave an address upon "The schools of Europe—what we may and ought to learn from them."

Third day.—Dr. J. W. Armstrong, of Fredonia, read a report on "Improved methods in education." Professor S. D. Barr, of Penn Yan, read a paper on "The aim of the State for the education of the masses." Professor Jones opened the discussion, maintaining that the academic departments in union schools are more efficient than the old academies. Professor Love, of Jamestown, Mr. Ross, of Seneca, Professor Flack, of Claverack, and others, continued the discussion.

Professor O. B. Bruce, of Binghamton, read a paper showing the advantages of phonography, and urging teachers to attend to its claims.

In the evening Hon. B. G. Northrop, of Connecticut, Professor W. L. Richardson, of Brooklyn, Hon. Joseph White, of Massachusetts, Hon. J. H. French, of Vermont, and many others, made brief addresses.

Officers elected: President, Edward Danforth, Albany; corresponding secretary, James Cruikshank, Brooklyn.

DR. FRANCIS LIEBER.—OBITUARY.

Dr. Francis Lieber died in New York, October 2, 1872.

Francis Lieber was born at Berlin, Prussia, on the 18th March, 1800. He received a good primary and secondary education; was for some time assistant in the botanical garden, but finally devoted himself to the study of medicine. His studies were interrupted by Napoleon's return from Elba, as his ardent German patriotism induced him to enter the Prussian army as a volunteer. He fought in the battles of Ligny and Waterloo, and was severely wounded on the 20th June, at the storming of Namur. On his return to Berlin, in 1816, he continued his studies, and became an enthusiastic pupil of Jahn, the famous "Father of Gymnastics," (Turnvater,) as he is commonly called in Germany.

His liberal views, which he freely uttered, brought upon him an imprisonment of four months, on the charge of being a demagogue, and the peremptory order not to study at any of the Prussian universities. He therefore went to Jena, where he took his doctor's degree. In 1820 he was allowed to continue his studies in Halle, but, being constantly annoyed by a strict police supervision, he moved to Dresden.

The struggle for freedom by the Greeks against their Turkish oppressors elicited his warmest sympathy, and in the fall of 1821 he sailed from Marseilles to Greece. After a stay in Greece of several months, full of privations and disappointments, he went to Italy, where in Rome he found a home in the house of Niebuhr, the famous historian, and wrote his first work in German: "Diary of my sojourn in Greece," (Leipzig, 1823.) With Niebuhr he returned to Germany, but, in spite of solemn assurances that he should be permitted to live undisturbed in any part of the Prussian monarchy, he was watched and persecuted by the police, and in 1824 again imprisoned, but liberated through Niebuhr's intercession.

He now, under the *nom de plume* of Franz Arnold, published a volume of German poems, "Songs of Wine and Joy," (Wein und Wonneliieder,) (Berlin, 1825.) Apprised that a new imprisonment was threatening, he fled to England in September, 1825, and lived for some time in London, where he earned a scanty living by giving private lessons.

In the year 1827 he came to the United States, and lectured in several cities on political and historical subjects. He also started a swimming-school in Boston according to the principles of General von Pfenl, whose pupil he had been in Berlin. In 1835 he became professor of history and political science in the college at Columbia, South Carolina, and in 1858 professor of the same studies at Columbia College, New York, in which position he remained until his death.

Soon after his arrival in the United States he displayed a great literary activity. Besides a large number of pamphlets and speeches on historical, political, and scientific questions, he wrote a number of large works, the more important of which are given in chronological order:

Encyclopædia Americana, (13 vols., Philadelphia, 1829-1833.)

Letters to a gentleman in Germany, (Philadelphia, 1834.)

Essay on subjects of penal law, and on uninterrupted solitary confinement at night and labor by day, (Philadelphia, 1834.)

Legal and political hermeneutics, or principles of interpretation and construction in law and politics.

On international copyright.

On Anglican and Gallican liberty.

Reminiscences of an intercourse with Niebuhr, the historian, (1837.)

Political ethics, (2 vols., Boston, 1838.)

Laws of property, (2 vols., New York, 1842.)

Bruchstücke über Gegenstände der Strafkunde, (Fragments on penal subjects,) (Hamburg, 1845.)

Ueber die Unabhängigkeit der Justiz und die Freiheit des Rechts, (On the independence of justice and the liberty of the law,) (Heidelberg, 1848.)

On institutional self-government, or discourses on civil freedom, (Philadelphia, 1853.)

When our late civil war broke out, Dr. Lieber was one of the first to struggle, by tongue and pen, against the madness of secession, and to impress upon the country the value of the institution which the insurrectionists were attempting to destroy. He continued his labor of love during the whole period of the war, publishing many treatises, letters, and addresses upon the stirring topics of the time. After the close of the war his pen was still busy with questions of public interest—the jury question, changes in the State constitution of New York, international copyright, fallacies of American protectionists, and points of international law.

As a teacher, Dr. Lieber's method of instruction was admirable. He never adopted in his lectures the simple narrative style, detailing events, nor, in recitation, the question-

and-answer plan of drawing out the knowledge of a student on any given subject. He referred to the text-book for facts, and exerted himself to show the causes—remote and proximate—of events, and their influence; to give history, not in segregated parts, but as a whole, and philosophically.

Not aiming at that "science, falsely so called," which imagines that it has found something better than the revelation of the Most High, he lived and died with all the consolations of the Christian faith.

CHARLES ALFRED LEE.—OBITUARY.

Charles Alfred Lee, A. M., M. D., professor emeritus of materia medica and hygiene in the University of Buffalo, died at his residence in Peekskill, New York, February 14, 1872.

He was born in Salisbury, Connecticut, March 3, 1801; descended from the Lees and Browns of Massachusetts and Connecticut, who for more than two centuries had occupied distinguished positions; spent much of his youth with an uncle in Sheffield, Massachusetts, where he fitted for college, at Lenox Academy; graduated at Williams College, 1822; as M. D. at Berkshire Medical College, 1825; practiced two years in his native town, and moved to New York in 1827, where, by sound principles, close attention to business, and indomitable perseverance, he soon overcame all the difficulties that usually lie in the path of young men, and took his place in the front rank of the profession.

He was a profound thinker, an enthusiastic, ceaseless worker, and a public-spirited man. Dr. Lee had an extensive private practice—after 1850, chiefly consultation; was one of our best American teachers, but won his highest reputation as an author and editor of medical works. He was one of the founders of the Northern Dispensary of New York City, in which he was for four years the attending physician; of the medical departments of the University of New York, and University of Buffalo, in both of which he was professor, as also in the medical colleges at Geneva, New York; Woodstock, Vermont; Brunswick, Maine; Pittsfield, Massachusetts; and Columbus, Ohio.

His greatest work was the American edition of Dr. James Copeland's Dictionary of Practical Medicine, the most complete and valuable work on the theory and practice of medicine ever issued from the English or American press. For an account of his other works, labors in hospitals, &c., see Dr. Toner's article in the New York Medical Journal, April, 1872.

DENNIS H. MAHAN.—OBITUARY.

Among the men of science who have recently ended their labors and taken their place in history, no one has left a wider space or a more honorable record than Dennis H. Mahan, LL.D., late professor of engineering in the Military Academy at West Point.

Mr. Mahan entered the academy as cadet, from the State of Virginia, July 1, 1820; was graduated at the head of his class, 1824, and commissioned in the Corps of Engineers. He immediately applied to the Government to be sent abroad, and in the best schools of Europe completed an education which had been well begun at home. He had early learned how to study; was a laborious student and an ardent lover of knowledge, regarding his diploma as the evidence, not of a work completed, but of the first step in the path of science.

In 1832, soon after his return, he was appointed professor of civil and military engineering, and brought back to his alma mater the culture of a man of science, the manners of a traveled gentleman, with the laudable ambition of doing a noble work in the national school which he ever honored and loved. Here he passed a laborious and useful life. The science which he taught was applied on every battle-field of the late war. Not a campaign was planned, or a trench dug, in which his instructions were not heeded. The department of civil engineering is also greatly indebted to his labors, for here, as in his own special line, his works are the standard text-books.

His social and domestic life was marked by culture and affection. For many years he was a communicant of the Episcopal Church, and bore himself with the amenity of a Christian gentleman.

The returning graduates will find his grave in the public burying-ground, surrounded by the tombs of many heroes and by all that is grand and beautiful in nature.

GEORGE W. EATON.—OBITUARY.

George W. Eaton, D. D., LL.D., late president of Madison University and Hamilton Theological Seminary, in the State of New York, was born near Huntington, Pennsylvania, July 3, 1804. In 1805 his family removed to Ohio, where he was afterward prepared for college, and in 1822 matriculated at the Ohio University.

Having remained at the university two years, the circumstances of his father rendered it necessary for him to relinquish his college course for a time that he might procure funds for its completion. With this object in view he spent two years teaching in Prince Edward County, Virginia, at the end of which time he made, principally on foot, a tour of the seaboard States, as far north as Massachusetts, spending some time at Princeton, New Jersey, and at Andover, Massachusetts, and then, in 1827, entered the junior class of Union College, at Schenectady, New York, where, under the presidency of the late noted Eliphalet Nott, D. D., LL.D., in 1829, Mr. Eaton was graduated with the highest honors of his class.

In college he was associated with men who have since risen to places of the highest eminence in civil life. Among his college associates he was highly esteemed for his unselfish disposition, his keen sense of honor, and his generous bearing toward those whose scholarship and college honors did not equal his own.

Having won the personal regard of President Nott, he was, immediately upon his graduation, elected a fellow and appointed a tutor in the college. In this position he remained one year, and then, in 1830, much against the wishes of the president, who, long years after, spoke of the circumstance with regret, he left the college and became principal of Union Academy, at Belleville, in the same State.

Having been elected to the chair of ancient languages in Georgetown College, Kentucky, in 1831, he removed to Georgetown, where he remained, during the latter part of the time acting as president, until 1833, when he was called to the professorship of mathematics and natural philosophy in what was then known as Hamilton Literary and Theological Institution, located at Hamilton, New York, a school which had for its chief object the training of young men designed for the ministry in the Baptist denomination. This institution was, in 1846, chartered as Madison University, and by this action the theological seminary became so separated from the college that, though they occupied the same buildings, and some members of the theological faculty gave instructions also in the college, yet the former was controlled by the New York Baptist Educational Society, and the latter became subject to the regents appointed by the legislature of the State. Professor Eaton remained in the chair of mathematics and natural philosophy for four years, and at the end of that time, in 1837, was elected to that of ecclesiastical history in the theological school. In 1844 he received the honorary degree of Doctor of Divinity from his alma mater, and in 1850 was elected professor of systematic theology. In 1856 he was elected to succeed Stephen W. Taylor, LL. D., deceased, as president of the university, still retaining his professorship of theology in the seminary. For twelve years he performed the double duty; as president, giving instruction in intellectual and moral philosophy, at the same time continuing his lectures in theology, until 1861, when he exchanged systematic theology for homiletics.

These arduous labors were unremitted except in the years 1863 and 1864, when, his strength giving way, he sought relief in a European tour, during which he labored earnestly and efficiently to give a true idea of the nature of the conflict then raging in our country. In this tour he formed the acquaintance and secured the personal friendship of many of the most prominent men of Great Britain and the continent, among whom were Cæsar Malan, Merle D'Aubigné, John Bright, Goldwin Smith, Professor Farrar, and Dr. McCosh.

In 1868, his physical powers having been so severely taxed for years, he sought relief from a portion of his responsibilities, and therefore resigned the presidency of the university, retaining simply that of the theological seminary, to which he had been elected several years before. Thenceforth he gave instructions only in homiletics, until, in 1871, he was forced to cease from all active labor. He died on the 3d of August, 1872.

It becomes us here to speak of Dr. Eaton as a teacher—an educator. While as a writer he was perspicuous, classical, and glowing; while as an orator he was elevated, fervid, and eloquent; while as a preacher he was catholic, tender, and convincing; while in the command of fit expression he had no superior and but few equals; yet it is as an educator that he deserves to be spoken of here; and justice demands a careful pen. Perhaps his first and most prominent characteristic as a teacher was the enthusiasm with which he entered every department of instruction to which he was called. It was his first business to make himself thoroughly familiar with the whole field of investigation, and he rested not until he had examined every cognate question—encompassed all that could be regarded as valuable in the literature of the subject.

He could never rest while there was another author unread and unweighed. The insatiate thirst for knowledge with which he began never left him through the whole forty-two years during which he occupied the position of teacher; and even after retirement from active duty, he still seemed as anxious, as zealous, for new truth, as unremitting in his investigations and readings, as when he first began his splendid career. Though he occupied so many different chairs, and had occasion to pursue so many different courses of study, he yet seemed as much at home in any one of them as though that had been the one department to which he had given his life.

Another characteristic of the teacher was the enthusiasm which he carried into the class-room and infused into his pupils. When he taught mathematics, the mathematical spirit seemed to pervade the school. Other professors sometimes complained that the attention of the students was given too exclusively to mathematics. When he taught history, then history seemed to be the prominent subject, and historical themes would be presented on public occasions. And when he taught metaphysics it was the same thing again; questions in metaphysical science from Kant, Cousin, Reid, Hamilton, and McCosh, came in for discussion, criticism, or approval. In theology he adhered to the milder type of the Calvinistic system; and as he unfolded to his classes the, to him, glorious and blessed doctrines of sin, redemption, atonement, and intercession, his whole soul seemed infused into the subject, the tear would often stand in his eye, and, arising from his chair, he would pour himself out in a flood of extemporaneous eloquence, which sent thrills of delight as well as of admiration through the hearts of his pupils. The memory "of the doctor's" lectures and gushes of eloquence lives in the hearts of hundreds of his pupils, as affording some of the highest pleasures of their lives.

In his teachings he was at the furthest remove from dogmatism. Every point had to be carefully presented, with all the pros and cons, and then the conclusion was drawn from the whole. It was his delight to set his pupils to investigations on their own account, and they seldom left the lecture-rooms without being sent to the libraries to examine some author, with instructions to bring the results of their investigations for consideration at a future day. The consequence of all this was that very few of his pupils ever found occasion to differ with him. He treated their opinions and objections so courteously, and presented the rebutting arguments so kindly, that he disarmed opposition before it had arisen, and the objector felt that his points were fairly met and completely demolished.

Finally, we would mention, as further characteristic of the man, the strong personal attachment formed by the pupil for the teacher, and so warmly reciprocated on his part. It is probable that no man ever spent any considerable time under his instruction without becoming thus bound to him by ties of affection. His appreciation of what was meritorious in the effort of the pupil, and his criticism, so kind and so just, caused him who had most to bear to feel that he was honored by the strictures of his teacher; and then the sympathy with which he opened his heart to the trials and hardships of those who were contending with poverty, his efforts at assistance where it was within his power, made the most desponding hopeful and the weakest strong. So deep and reliable was this personal attachment that his government of the college was hardly known as such. He ruled by love; so seldom had occasion to resort to other measures that some even thought that "discipline" was a nullity, and yet, during his presidency, he accomplished some of the most difficult feats of discipline which are known to college presidents. What has often shaken other colleges to their very centers and even sent away whole classes, was by him accomplished so quietly that some hardly knew that trouble existed. And it was because of the respect and love of the students who would not wound the feelings of their president.

It was always counted among the felicities of the alumni of Madison University that they were permitted to experience "a shake of the doctor's hand." His memory will be blessed as long as one of them survives to tell of his love for his old teacher.

His remains lie in the college cemetery, in a spot overlooking the scenes of his life-work and the landscape which he ever regarded with the fondest delight.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 New York was the first State in population, having 4,382,759 inhabitants within an area of 47,000 square miles, an average of 93.25 persons to the square mile. This population consisted of 4,330,210 whites, 52,081 colored, 439 Indians, and 29 Chinese. Of these, 3,244,406 were natives of the United States and 1,138,353 were foreign-born. Of the native residents 2,948,883 whites, 38,504 colored, and 389 Indians, were born within its borders, while of the foreign residents 316,902 were born in Germany, 110,071 in England, and 528,806 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 846,796 persons attended school, and of these, 40,146 were foreign-born. Of the 841,157 white scholars, 430,731 were males and 410,426 females. Of the 5,588 colored pupils, 2,835 were males and 2,753 females. One female Chinese, also 25 male and 25 female Indians, were reported as attending school.

Illiteracy.—Two hundred and thirty-nine thousand two hundred and seventy-one inhabitants, of all races, 10 years old and over, were unable to write, and of these, 168,569 were foreign-born.

Age and sex of illiterates.—Of the 228,424 white illiterates, 19,899 were from 10 to 15 years old, and of these, 10,772 were males and 9,127 females; 18,573 were from 15 to 21 years old, of whom 8,138 were males and 10,435 females; 189,952 were 21 years old and over, of whom 73,208 were males and 116,744 females. Of the 10,730 colored illiterates,

737 were from 10 to 15 years old, and of these 371 were males and 366 females; 1,207 were from 15 to 21 years old, of whom 585 were males and 622 females; 8,786 were 21 years old and over, of whom 3,912 were males and 4,874 females. Thirteen male and 2 female Chinese, also 45 male and 57 female Indian illiterates were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 13,020, having 28,918 teachers, of whom 8,035 were males and 20,883 females, to educate 862,022 pupils, of whom 373,276 were males and 488,746 females.

Amount and source of educational income.—The total income of all the educational institutions was \$15,936,783, of which \$674,732 were derived from endowment, \$9,151,023 from taxation and public funds, and \$6,111,028 from tuition and other sources.

Public schools.—The 11,678 public schools, with 23,729 teachers, 5,711 males and 18,018 females, were attended by 719,181 pupils, of whom 302,373 were males and 416,808 females. To educate these they had a total income of \$8,912,024, of which \$13,122 were derived from endowments; \$8,385,330 from taxation and public funds, and \$513,572 from tuition and other sources.

Colleges.—The 24 colleges, with 412 teachers, 335 male and 77 female, were attended by 5,526 pupils, of whom 4,492 were males and 1,034 females. They had a total income of \$1,393,559, of which \$582,279 were derived from endowment, \$133,805 from taxation and public funds, and \$677,475 from tuition and other sources.

Academies.—The 189 academies, with 1,197 teachers, of whom 445 were males and 752 females, had an attendance of 24,212 pupils, 9,795 male and 14,417 female, and a total income of \$1,292,684, of which \$932 were derived from endowment, \$133,548 from taxation and public funds, and \$1,158,204 from tuition and other sources.

Private schools.—The 819 day and boarding schools had 1,948 teachers, 623 male and 1,325 female, and were attended by 46,851 pupils, of whom 18,597 were males and 28,254 females. They had a total income of \$1,840,277, of which \$300 were derived from taxation and public funds, and \$1,879,977 from tuition and other sources.

Libraries.—Thirteen thousand seven hundred and seventy-one public libraries were reported, with 3,524,869 volumes; also 7,158 private libraries, with 2,785,483 volumes, in all 20,929 libraries, containing 6,310,352 volumes.

The press.—The 835 periodicals issued had an aggregate circulation of 7,561,497 copies, and an aggregate annual issue of 471,741,744 copies.

Churches.—Of the 5,627 church organizations, 5,474 had edifices with 2,282,876 sittings, and the church property was valued at \$46,073,755.

Pauperism.—Of the 14,100 paupers 5,289 were native whites, 664 native colored, and 8,147 foreigners.

Crime.—Of 4,704 persons imprisoned June 1, 1870, 2,323 were native whites, 335 native colored, and 2,046 foreign-born; 5,473 persons were convicted during the year.

Age and sex of population.—Of the total population 1,230,988 were from 5 to 18 years old, of whom 613,659 were males and 617,329 females; 3,378,959 were 10 years old and over, of whom 1,654,504 were males and 1,720,455 females.

Occupations.—One million four hundred and ninety-one thousand and eighteen persons of these ages were engaged in various occupations, of whom 1,233,979 were males and 257,039 females; 374,323 persons were engaged in agricultural pursuits, of whom 373,455 were males and 868 females; 405,339 in personal and professional services, of whom 233,569 were males and 171,770 females; 234,581 in trade and transportation, of whom 229,789 were males and 4,792 females; 476,775 in manufactures and mechanical and mining industries, of whom 397,166 were males and 79,609 females.

Age and sex of working population.—Of the 1,491,018 employed persons 44,588 were from 10 to 15 years old, of whom 29,661 were males and 14,927 females; 1,364,147 were from 16 to 59 years old, and of these 1,126,865 were males and 237,282 females; 82,283 were 60 years old and over, of whom 77,453 were males and 4,830 females.

SCHOOL OFFICIALS.

ABRAM B. WEAVER, *Superintendent of public instruction, Albany.*

SCHOOL COMMISSIONERS.

Counties and districts.	Name.	Post-office address.
Albany, first district.....	Leonard A. Carhart.....	Coeymans.
second district.....	Julius Thayer.....	South Westerlo.
third district.....	John P. Whitbeck.....	West Troy.
	John O. Cole, (a).....	Albany.
	Murray Hubbard, (a).....	Cohoes.
Allegany, first district.....	Lucien R. Truman.....	Centerville.
second district.....	Richard L. Andrus.....	Bolivar.
Brown, first district.....	Henry S. Monroe.....	Binghamton.
second district.....	Newton W. Edson.....	Binghamton.
	G. L. Farnham, (b).....	Binghamton.

School commissioners—Continued.

Counties and districts.	Name.	Post-office address.
Cattaraugus, first district	Frank A. Howell	Machias.
second district	Jerome L. Higbee	Randolph.
Cayuga, first district	Samuel A. Cole	Throopsville.
second district	Leonard F. Hardy	Woodsport.
third district	Lewis V. Smith	Genoa.
Chautauque, first district	B. B. Snow, (b)	Auburn.
second district	Alonzo C. Pickard	Busti.
Chemung	Wellington Woodward	Jamestown.
Chenango, first district	Charles K. Hetfield	Horseheads.
second district	H. H. Rockwell, (b)	Elmira.
Clinton, first district	Matthew B. Ludington	North Norwich.
second district	David G. Barber	Oxford.
Columbia, first district	Ira D. Knowles	Perru.
second district	Robert S. McCullough	Chaazy.
Cortland, first district	Hiram K. Smith	West Taghkanick.
second district	Hiram Winslow	Green River.
Delaware, first district	Cyrus Macy, (c)	Hudson.
second district	Daniel E. Whitman	Marathon.
Dutchess, first district	Rufus T. Peck	Solon.
second district	Isaac J. St. John	Walton.
Erie, first district	John W. McArthur	Bloomville.
second district	George W. Draper	Clove.
third district	Isaac F. Collins	Rhinebeck.
Essex, first district	R. Brittain, (d)	Poughkeepsie.
second district	Dr. Heury Lapp	Clarence.
Franklin, first district	James F. Crooker	Willink.
second district	S. W. Soule	Collins Centre.
Fulton	J. A. Larned, (c)	Buffalo.
Genesee	William H. McLenathan	Jay.
Greene, first district	Thomas G. Shaw	Olmstedville.
second district	Sidney P. Bates	Malone.
Hamilton	Cyrus P. Whitney	Dickinson Centre.
Herkimer, first district	Cyrus Stewart	Gloverville.
second district	Richard L. Seldon	Le Roy.
Jefferson, first district	John Beardale	Athens.
second district	Hiram Borgardus	Greenville.
third district	William D. Smith	Hope Falls.
Kings	John D. Champion	Little Falls.
Lewis, first district	Ezra D. Beckwith	Cedarville.
second district	Alphonse E. Corley	Adams Centre.
Livingston, first district	Bennett F. Brown	Philadelphia.
second district	Horace E. Morse	Clayton.
Madison, first district	William G. Williams, (b)	Watertown.
second district	C. Warren Hamilton	New Lots.
Monroe, first district	J. W. Binkley, (c)	Brooklyn.
second district	William Adams	Martinsburgh.
Niagara, first district	Charles A. Chickering	Copenhagen.
second district	John W. Byam	Livonia Station.
Oneida, first district	Robert W. Green	Dansville.
second district	Joseph E. Morgan	Earlyville.
second district	Paul S. Maine	Perryville.
Montgomery	William E. Edmonds	Pittsford.
New York	George W. Lime	Sweden.
Niagara, first district	S. A. Ellis, (c)	Rochester.
second district	Charles Buckingham	Saint Johnsville.
Oneida, first district	Henry Riddle, (c)	Saint Johnsville.
second district	David L. Pitcher	Lockport.
second district	Jonas W. Brown	Youngstown.
second district	James Ferguson, (c)	Lockport.
second district	Mills C. Blackstone	Washington Mills.
second district	Charles T. Porter	Deausville.
third district	Harvey S. Bedell	Rome.
fourth district	Eugene L. Hinckley	Prospect.
Onondaga, first district	A. McMillan, (c)	Utica.
second district	I. Warren Lawrence	Salina.
third district	George C. Anderson	Borodino.
Ontario, first district	Parker S. Carr	Fayetteville.
second district	E. Smith, (c)	Syracuse.
Orange, first district	Ezra J. Peck	Canandaigua.
second district	Robert B. Simmons	Bristol.
Orleans	George K. Smith	Monroe.
Oswego, first district	John W. Slawson	Johnson's.
second district	H. A. Jonea, (c)	Newbury.
third district	James H. Mattison	Barre Centre.
Otsego, first district	David D. Metcalf	North Hannibal.
second district	Byron G. Clapp	Phenix.
third district	George F. Woodbury	Orwell.
second district	V. C. Douglas, (c)	Oswego.
second district	Charles F. Thompson	Schuyler's Lake.
second district	Eli R. Clinton, jr.	Butternuts.

School commissioners—Continued.

Counties and districts.	Name.	Post-office address.
Putnam	Charles H. Ferris	Cold Spring.
Queens, first district	Eugene M. Lincoln	Glen Cove.
second district	Isaac G. Fosdick	Jamaica.
Rensselaer, first district	Alanson Palmer, (c)	Long Island City.
second district	Amos H. Allen	Petersburgh.
Richmond	George W. Hindley	Wynantskill.
Rockland	David Beattie, (c)	Troy.
Saint Lawrence, first district	James Brownlee	Port Richmond.
second district	Nelson Puff	Nyack.
third district	Martin L. Laughlin	Hammond.
Saratoga, first district	A. B. Hepburn	Colton.
second district	Barney Whitney	Lawrenceville.
Schenectady	R. B. Lowry, (c)	Ogdensburgh.
Schoharie, first district	Seth Whalen	Ballston Spa.
second district	Oscar F. Stiles	Saratoga Springs.
Schoharie, first district	Simon J. Schermerhorn	Rotterdam.
second district	S. B. Howe, (c)	Schenectady.
Schuyler	Ambrose R. Hunting	Gallupville.
Seneca	John Van Voris	Cobblekill.
Steuben, first district	Duncan C. Mann	Watkins.
second district	William Hogan	Watloo.
third district	John C. Higby, jr.	Prattburgh.
Suffolk, first district	Jacob H. Wolcott	Corning.
second district	Edwin Whiting	Jasper.
Sullivan	Horace H. Benjamin	Riverhead.
Tioga	Thomas S. Mount	Stonybrook.
Tompkins, first district	Charles Barnum	Monticello.
second district	William H. Cole	Owego.
Ulster, first district	Albert H. Pierson	Trumansburgh.
second district	Robert G. H. Speed	Caroline.
third district	Dr. C. Van Stantvord	Kingston.
Warren	Oscar Mulford	Shawangunk.
Washington, first district	Horace W. Montrose	Ellenville.
second district	Adam Armstrong, jr.	Chovertown.
third district	Abram G. Cochran	Galeville.
Wayne, first district	William H. Tiff	Whitehall.
second district	John McGonigal	South Butler.
Westchester, first district	Ethel M. Allen	Macedon.
second district	Franklin W. Gilley	Morrisania.
third district	George W. Smith	Port Chester.
Wyoming, first district	Joseph Barrett	Katonah.
second district	John B. Smallwood	Warsaw.
Yates	Richard Langdon	Wethersfield.
	Joseph W. Brown	Bluff Point.

(a) President board of education.
 (b) Secretary board of education.

(c) City superintendent.
 (d) Clerk board of education.

NORTH CAROLINA.

[From report of Hon. Alexander McIver, State superintendent of public instruction, for the period from March 14, 1872, to October 1, 1872.]

EDUCATIONAL FUNDS.

Permanent fund.

Balance on hand October 1, 1871	\$10,022 12
Received for entries of vacant lands.....	7,068 17
Received for fines, &c	6,216 97
	<hr/>
	23,307 26
Paid for United States bonds	16,218 75
	<hr/>
Balance permanent fund October 1, 1872.....	7,068 51

Income fund.

Balance on hand October 1, 1871	\$178,523 55
Capitation taxes	1,818 31
Interest on deposits	400 88
Interest on United States bonds.....	421 87
Dividends of Roanoke Navigation Company.....	250 00
Interest on note for swamp-lands	1,513 50
Retailers' tax	28,122 39
Auctioneers' tax	188 72
	<hr/>
Total receipts.....	211,239 22

FINANCIAL STATEMENT.

Received from State treasurer 1871-'72.....	\$125,448 31
Received from poll-taxes	108,988 93
	<hr/>
Disbursed for white schools.....	88,022 76
Disbursed for colored schools	27,256 14
Disbursed for school-houses.....	16,833 30
Disbursed for county examiners.....	1,154 20
Commission retained	4,473 15
	<hr/>
Total disbursements.....	137,739 55
	<hr/>
Property tax for schools, 1871.....	38,206 03

ATTENDANCE.

Number of white males of school age	94,061
Number of white females of school age.....	88,637
Number of colored males of school age	44,151
Number of colored females of school age	41,088
Number of Indians of school age.....	396
Total scholastic population.....	267,938
Number of white males enrolled in school.....	18,830
Number of white females enrolled in school.....	15,464
Total white enrollment.....	34,294
Number of colored males enrolled in school.....	8,304
Number of colored females enrolled in school.....	8,083
Total colored enrollment.....	16,387

SCHOOL BUILDINGS AND TEACHERS.

Number of public school-houses.....	1,627
Number of colleges and academies	93
Number of white male teachers licensed.....	1,261

Number of white female teachers licensed	413
Number of colored male teachers licensed	317
Number of colored female teachers licensed	141
Whole number of teachers	2, 132
Number of teachers' institutes held	8

THE SCHOOL SYSTEM.

The superintendent says: We have had a system of public schools in the State since 1840. Prior to the war we had ample education funds. Additional sums were obtained by taxation. According to the reports of the superintendent of common schools, "free public schools were kept three months every year within convenient distance of every child eligible in the State." And yet the census of 1860 places North Carolina in the front rank of illiteracy.

Applying the true test, "By their fruits ye shall know them," we are compelled to admit that the school system of North Carolina has been a failure. The first general assembly which met under the present constitution provided for a general and uniform system of public schools. The failure of this system resulted from the fact that, while the county commissioners were required to establish schools and authorized to order a tax for the purchase of sites, and for the building or renting of houses, they were given no authority to levy a county tax to pay the wages of teachers.

The State school fund consists of 75 per cent. of the State and county capitation taxes, the income from taxes on auctioneers, and on licenses to retail spirituous liquors, and the income from the invested school funds. The whole amount which could be realized from these sources may be set down at fifty cents a year for each child in the State. It is true that the general assembly of 1868-'69 appropriated \$100,000 for the support of public schools, to be paid out of the State treasury; but this amount was not paid except by the tax of one-twelfth of one per cent., which was levied the following year.

It is obvious that it would have required a very considerable tax on each township to build, repair, and furnish a sufficient number of school-houses, and to pay the wages of a sufficient number of teachers four months every year. The people, in their straitened condition, were unwilling to be taxed heavily for anything. In one case where the county commissioners attempted to levy such a tax, the matter was carried into the supreme court, where, in January, 1871, it was decided against the commissioners. The effect of this decision was practically to annul the school system of 1868-'69.

This was the condition of the public-school system when the general assembly met in November, 1871.

At the suggestion of the chairman of the senate committee on education, the superintendent prepared a bill to revise the school law and provide for a system of public education. This was adopted by a large majority in February, and went into operation thirty days after its ratification. The present school law has, therefore, been on trial only since March 14, 1872. It is not and was not intended to be a complete system. It is but the germ of a system to be developed by future legislation.

The extent to which the present beginning of a school system shall be made to meet the wants of the people will depend upon the action of the general assembly.

CONDITIONS OF THE PRESENT LAW RELATING TO SCHOOL FUNDS.

"The school funds for the year 1872 are: 1. All balances of apportionment heretofore made and not applied in payment of teachers' wages for schools taught prior to March 14, 1872. (The aggregate amount of these balances which has been paid by the State treasurer to the several county treasurers since the ratification of the present school law is about one hundred thousand dollars.) 2. Seventy-five per cent. of the entire State and county poll-taxes for the year 1871, or so much thereof as shall remain after paying for the schools taught prior to March 14, 1872, according to the former law. 3. Seventy-five per cent. of the entire State and county poll-taxes for the year 1872. 4. Six and two-thirds cents on the one hundred dollars' worth of all the property and credits in the State, and twenty cents on the poll.

"The school fund is not to be apportioned among the several townships as heretofore, but paid to teachers of free schools without regard to locality, in the order in which they may be presented.

"The board of education have adopted the rule that two terms of a public school may be taught in the same place in one year, if the school funds will justify it."

The superintendent thinks that "the funds will be sufficient, on the present plan, to support schools four months in nearly all the counties in the State; in many of the counties the funds will be sufficient to support two terms of four months each, in as many districts in the county as will make up free schools on the plan proposed.

"If the people of any neighborhood desire to avail themselves of the public-school money, they must make up, by subscription, an additional sum sufficient to satisfy the teacher, and then employ the teacher. The teacher will be required by the school committee to have an assistant when the number of pupils is greater than he can teach and govern well.

"If any neighborhood refuses to make up a school in this way, it can have no claim whatever to any part of the public-school funds."

DEFECTS OF THE PRESENT LAW.

The greatest defect in the practical operation of the law is, that incompetent teachers are allowed to get teachers' certificates. The county examiners yield to the idea that certificates must be given to a sufficient number of teachers to take charge of the public schools, and thus the school money is wasted.

Another defect in the present law is, the want of uniformity in school-books. However competent a teacher may be, if, when he goes into a school of forty or fifty pupils, or a less number, he finds his pupils supplied with different kinds of school-books, as is now the case, he will be unable to class them as he might otherwise do, and it will be impossible for him to instruct them to advantage.

Other defects noted are the failure to fix by law the time and manner of laying off districts, and the failure to make provision for the building and furnishing of school-houses. Concerning this, the superintendent says: "It should be submitted to a vote of the townships, whether or not a tax should be levied to defray half the expenses of building and furnishing neat, substantial, and comfortable school-houses; the other half being paid out of the general school fund."

It is the intention of the superintendent at an early day to present to the general assembly a bill intended to remedy the defects of the laws and to perfect the school system.

COMPULSORY EDUCATION.

The superintendent, after quoting from the most distinguished educators upon this subject, and giving copious extracts as indications of popular opinion on compulsory education, says: "I am convinced of the necessity of adopting it in North Carolina."

His reasons for this conclusion, he gives as follows: "According to the census of 1870, there are in this State 38,647 white children and 40,955 colored children, between the ages of 10 and 15 years, unable to read and write; there are 31,911 white children and 44,805 colored children in the State, between the ages of 15 and 21 years, unable to read and write. There are, in the State 191,961 whites and 205,032 colored, over the age of 10 years, unable to read and write; adding 679 Indians, who can not read or write, we find the sum total of illiterates in the State, over the age of 10 years, to be 397,690. The entire population of the State is 1,071,361. If from this number we deduct the whole number of children in the State under the age of 10 years, and divide the remainder by 2, we will find that about one-half the population of the State, over the age of 10 years, are unable to read and write."

Upon the subject of the relation of education to crime he quotes largely from the last report of the Commissioner of Education, and continues: "If it is true, as statistics abundantly prove, that pauperism and crime every where keep pace with ignorance, North Carolina has a gloomy prospect in the future. Something must be done to arrest the evil. Compulsory education is the remedy."

INDUSTRIAL EDUCATION.

The superintendent further remarks that "industrial education is a part of the system which can not be omitted. All children should be instructed in some one of the industrial pursuits of the State. They should be instructed to make an honest living. Instruction in trades and industrial pursuits will be more valuable than instruction in books; but the latter is necessary to the former and bears to it the relation of means to an end. Every child in the State should be instructed in some trade, profession, or pursuit. And if any parent or other person, having control of a child, neglects to do this, the law should intervene and secure the rights of the child and the safety of the State."

TEACHERS' INSTITUTES.

The present school law authorizes and encourages the organization of teachers' associations and teachers' institutes. The general agent of the Peabody education fund, Rev. Dr. Sears, promised \$50 to each teachers' institute which should be held in the State during the present year, under the provisions of the school law. This is the same as the amount given from the State school fund. This liberal and generous offer of Dr. Sears was advertised throughout the State early in the year, but only six

teachers' institutes have been held in the State under the provisions of the law. To each one was paid \$50 from the school fund and \$50 from the Peabody fund. The attendance varied from 37 to 50.

The superintendent suggests that if a well-qualified instructor could be appointed in each judicial district in the State, whose duty it should be to conduct institutes in every county in the district, and at the same time hold teachers' examinations, the licensing of incompetent teachers would be effectually prevented.

EDUCATIONAL JOURNAL.

The superintendent expresses the opinion that the department of education should have an organ to communicate with all school officers and teachers in the State upon all matters relating to schools, modes of teaching, &c. This has heretofore been done by means of circulars and letters, at very considerable expense to the State.

If the general assembly should appropriate a small sum annually to assist in defraying the expenses of publishing a State journal of education, to be distributed among school officers, it would perhaps be the most economical mode which could be adopted to communicate information relating to public schools. Such a journal would be not only an organ of communication for the benefit of school officers and teachers, but it would become a depository of the history and progress of education in the State.

EDUCATIONAL BENEFACTIONS.

About seven years ago an association of ladies in the city of Boston undertook to establish and support a school for white children in the South. Miss Bradley, a Boston lady, was delegated to select the place, and to organize and superintend the school. She selected the city of Wilmington, in this State, where she established and has ever since maintained one of the very best schools in the State, supported mainly by the ladies of Boston. Many hundreds of children have been educated in this school, who, but for this noble charity, would have remained in ignorance—victims, perhaps, of vice and crime.

About two years ago a wealthy Boston lady, who had been a large contributor in support of Miss Bradley's school, visited Wilmington. She was so well pleased with Miss Bradley's work that she purchased a square in the city of Wilmington, and authorized Miss Bradley to have a building for a normal school put up at a cost of \$30,000. That building, an ornament to the city of Wilmington, is now completed; and the normal school is entirely free of tuition.

The American Missionary Association, for the education of colored people, have maintained schools for the colored people in the cities of Wilmington, New Berne, Raleigh, Beaufort, and other places since the close of the war. At one time there were 17 teachers and 1,600 pupils in Wilmington. The largest number of teachers reported at any time was 47. They now have a school at Wilmington with about 500 pupils; one at Dudley with 100 pupils; one at Raleigh with 100 pupils; one at Beaufort, and one at Alamance.

The Friends' Freedmen's Association employ 34 teachers, who instruct about 2,000 pupils.

The Baltimore Association of Friends have also done much for education in North Carolina. As soon as the war was over they sent funds to carry on Friends' schools in the South. A superintendent was sent to North Carolina. Teachers were employed, schools organized, school-houses built and furnished, school-books supplied, and educational meetings held to rouse the people to the importance of the subject.

The first year twelve schools were established, in which about 900 pupils were instructed. The schools were continued about nine months every year. The number of schools and the number of pupils increased rapidly the first two or three years. The work has been going on now seven years. During the last four years the number of schools has been from thirty to thirty-four, and the number of pupils instructed every year was from 2,700 to 3,300.

These schools were at first intended for the children of Friends. Others, however, who desired to send their children were permitted to do so. If they were able to pay any thing, they were expected to pay; otherwise, not. In this way all white children within reach of these schools were instructed upon equal terms.

For the purpose of instructing the teachers and securing the best modes of instruction in these schools, the superintendent collected the teachers once a year, and spent from four to six weeks in training them in the best modes of teaching. Seven of these institutes have been held—one annually for the last seven years—at which from 50 to 100 teachers, or persons preparing to teach, were instructed every year. Three hundred and twenty persons have been instructed in these institutes.

This association of Friends have also established a model farm near High Point, for the purpose of showing what can be done with worn-out lands in North Carolina.

While these benefactions recognize the value of education, they also indicate the good-will of their authors. They are but so many olive-branches held out to the people to unite in building up the prosperity of a common country upon the only basis on which it can be done—the education of the people.

EDUCATION IN CONGRESS.

Extracts are given from an article written by the Hon. George F. Hoar, of Massachusetts, giving a very clear account of the two bills which have been before Congress on the subject of education.

No comment is made, but the fact is stated that the national educational association fully indorsed the bill now pending in the United States Senate, and unanimously adopted a resolution asking the Senate to pass the bill.

STATISTICAL TABLES.

The tables accompanying this report give the results of the present school-law from March 14, 1872, to October 1. It will be remembered that the six and a half months within these dates include the seasons of making and gathering crops, when the great majority of the people could not spare their children from work. The mode of starting and supporting schools was new to the people, and was not readily understood. Many preferred the former law, because it promised more money while it continued. Others supposed that the present law was unfavorable to the poor, because it was calculated to aid only those who could aid themselves. So that the present exhibit can not be regarded as a fair test of the merits of the system.

PEABODY FUND.

Dr. Sears, in his sixth annual report, says: "The public mind does not seem to be so well settled here in regard to free schools as in most of the other States." The general assembly levied no State tax for schools for the present year; and the poll-taxes were, in many cases, applied to other than school purposes. A letter from the superintendent says: "In numerous instances the people had not recognized the utility of free schools.

"I believe that your fund is doing much, not only to aid but to encourage education in this State, and that your rules are framed with great wisdom and foresight."

About \$10,550 have been expended from the fund during the past year in the State, besides \$1,000 set apart for teachers' institutes. "The State appropriates \$50 for every such institute held according to law during a period of four weeks, and attended by twenty or more teachers. We have promised the same amount on the same conditions."

UNIVERSITY OF NORTH CAROLINA.

This institution was opened to the public in 1795. The plan of the university includes eight colleges. Of these, two were fully and two partially organized at the date of the report, July, 1871.

The college of literature and the arts, and the college of philosophy are fully organized. The course in each of these extends over four years. A preparatory department is connected with them, for admission to which no examination is required. The college of agriculture and the mechanic arts is not yet fully organized, but instruction will be given in this department by the professor of agriculture. The normal college is not yet fully organized, but normal instruction will be given during the coming year (1870-71) in connection with the classes in the college of literature and arts.

The colleges whose organization is still to be effected are the college of science and the arts, the business and commercial college, the college of law, and the college of medicine.

The library of the university is the largest in the State. The charter speaks of the library as if it were to be a prominent part of the institution; and with the gathering of the first classes, the library was begun. A yearly income was appropriated to its extension, and purchases of valuable books were at different times prior to 1825 made in Europe. The interest afterward declined, and for the last quarter of a century the library has been treated with discouraging neglect. It is now behind the requirements of the times. One of the professors, writing about the year 1836, said: "The college library is never open to the students, and is almost never used by members of the faculty." In 1850, a handsome building was erected for the library. It numbers now 6,700 volumes. The libraries of the dialectic and philanthropic societies contain together about 15,000 volumes.

DAVIDSON COLLEGE.

The twenty-fifth report of this college gives the number of students as 99, of whom 59 are from North Carolina. Although organized and controlled by Presbyterians, the instruction is not sectarian. The classical course occupies four years; the scientific three. The large and admirable cabinets of minerals, shells, and fossils offer superior facilities for the study of mineralogy and geology.

TRINITY COLLEGE.

The whole course of instruction in this college is embraced in eleven schools. Theology or law may be studied exclusively; in all other departments the student may make his own selection, but must take at least three schools. There are two courses for full graduation, of four years each. A preparatory school is connected with the college. "Certificates of proficiency" are given for satisfactory attainments in any school; also the degree of "graduate in a school," in addition to usual degrees conferred by colleges and universities.

NORTH CAROLINA COLLEGE.

This college includes four departments—collegiate, scientific, academic, and theological. The latter was established by the Evangelical Lutheran Synod of North Carolina. The course of study in this department occupies two years; in the collegiate, four.

WAKE FOREST COLLEGE.

A preparatory department is connected with this college. Besides the usual college degrees, certificates of proficiency and graduation are issued.

BINGHAM SCHOOL.

This is organized as a military school. The courses of study are classical, English, and commercial.

WESLEYAN FEMALE COLLEGE.

This college is under the patronage of the Virginia conference of the Methodist Episcopal Church South, which has always furnished its president and agents.

RALEIGH FEMALE SEMINARY.

This seminary has two departments—preparatory and collegiate. Special facilities are offered for the ornamental branches. The geological cabinet contains several hundred specimens.

SALEM FEMALE ACADEMY.

This institution is believed to be the oldest existing boarding-school for young ladies in the Southern States. It is under the auspices and control of the Moravian Church.

WILSON COLLEGIATE SEMINARY.

This seminary for young ladies has three departments—primary, academic, and collegiate. There is also an advanced class in literature for those who have completed the collegiate course.

NORTH CAROLINA INSTITUTE FOR THE DEAF, DUMB, AND BLIND.

With the close of the last session 11 of the pupils of this institution completed the allotted course of seven years. Of this number 3 were permitted to return to make special preparation for teaching. At the beginning of the session a class of 25 was organized for instruction in articulation and lip-reading. The results afford great reason for gratification. The mechanical department is not so flourishing as desirable.

The printing-office has been in operation until within the last two months. Being very much in need of books, an old graduate of the institution was employed to do the printing. Great attention and labor have been bestowed upon the musical department. It is recommended that the State purchase the buildings used by the colored deaf, dumb, and blind, and save the annual rents for it, or provide elsewhere. Should this

not be done, this class of pupils will be left wholly unprovided for. North Carolina was the first to undertake the education of colored pupils of this class, and the hope is expressed that she will not now fail in her duty.

The institution is in a generally flourishing condition.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 North Carolina was the fourteenth State in population, having 1,071,361 inhabitants within an area of 50,704 square miles, an average of 21.13 persons to the square mile. This population consisted of 678,470 whites, 391,650 colored, and 1,241 Indians. Of these, 1,068,332 were natives of the United States, and 3,029 were foreign-born. Of the native residents, 648,245 whites, 379,231 colored, and 1,202 Indians were born within its borders; while of the foreign residents, 904 were born in Germany, 490 in England, and 677 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 65,301 persons attended school, and of these, 19 were foreign-born. Of the 53,868 white scholars, 28,357 were males and 25,511 females. Of the 11,419 colored pupils, 5,491 were males and 5,928 females. Eight male and six female Indians were also reported as attending school.

Illiteracy.—Three hundred and ninety-seven thousand six hundred and ninety inhabitants of all races, 10 years old and over, were unable to write, and of these 117 were foreign-born.

Age and sex of illiterates.—Of the 166,397 white illiterates 38,647 were from 10 to 15 years old, and of these 20,240 were males and 18,407 females; 31,911 were from 15 to 21 years old, of whom 15,384 were males and 16,527 females; 95,839 were 21 years old and over, of whom 33,111 were males and 62,728 females. Of the 230,606 colored illiterates 40,955 were from 10 to 15 years old, and of these 21,313 were males and 19,642 females; 44,805 were from 15 to 21 years old, of whom 21,341 were males and 23,464 females; 144,846 were 21 years old and over, of whom 63,669 were males and 76,177 females. Two hundred and eighty-four male and 403 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,161, having 2,692 teachers, of whom 1,739 were males and 953 females, to educate 64,958 pupils, of whom 32,664 were males and 32,294 females.

Amount and source of educational income.—The total income of all the educational institutions was \$635,892, of which \$9,160 were derived from endowment, \$232,104 from taxation and public funds, and \$394,628 from tuition and other sources.

Public schools.—The 1,435 public schools, with 1,518 teachers—1,125 males and 393 females—were attended by 41,912 pupils, of whom 21,279 were males and 20,633 females. To educate these they had a total income of \$205,131, of which \$600 were derived from endowment, \$174,197 from taxation and public funds, and \$30,334 from tuition and other sources.

Colleges.—The 22 colleges, with 91 teachers, 60 males and 31 females, were attended by 1,526 pupils, of whom 694 were males and 832 females. To educate these they had a total income of \$94,290, of which \$5,820 were derived from endowment, \$3,000 from taxation and public funds, and \$85,470 from tuition and other sources.

Academies.—The 111 academies, with 238 teachers, of whom 135 were males and 103 females, had an attendance of 5,006 pupils—2,866 males and 2,140 females—and a total income of \$98,631, of which \$2,200 were derived from endowment, \$1,040 from taxation and public funds, and \$95,391 from tuition and other sources.

Private schools.—The 542 day and boarding schools had 753 teachers—378 males and 375 females—and were attended by 13,297 pupils, of whom 6,223 were males and 7,074 females. They had a total income of \$178,621, of which \$60 were derived from endowment, \$4,443 from taxation and public funds, and \$174,113 from tuition and other sources.

Libraries.—Six hundred and fifty-six public libraries were reported, with 202,651 volumes; also, 1,090 private libraries, with 339,264 volumes; in all, 1,746 libraries, containing 541,915 volumes.

The press.—The 64 periodicals issued in the State, had an aggregate circulation of 64,820 copies, and an aggregate annual issue of 6,684,950 copies.

Churches.—Of the 2,683 church organizations, 2,497 had edifices with 718,310 sittings, and the church property was valued at \$2,487,877.

Pauperism.—Of the 1,652 paupers, 1,119 were native whites, 528 native colored, and 5 foreigners.

Crime.—Of 468 persons imprisoned, June 1, 1870, 132 were native whites, 330 native colored, and 6 foreign-born. One thousand three hundred and eleven persons were convicted during the year.

Age and sex of population.—Of the total population, 359,930 were from 5 to 18 years old, of whom 182,421 were males and 177,509 females; 769,629 were 10 years old and over, of whom 365,528 were males and 404,101 females.

Occupations.—Three hundred and fifty-one thousand two hundred and ninety-nine

persons of these ages were engaged in various occupations, of whom 292,439 were males and 58,860 females. Two hundred and sixty-nine thousand two hundred and thirty-eight persons were engaged in agricultural pursuits, of whom 241,010 were males and 28,228 females; 51,290 in personal and professional services, of whom 23,073 were males and 28,217 females; 10,179 in trade and transportation, of whom 10,094 were males and 85 females; 20,592 in manufactures and mechanical and mining industries, of whom 18,262 were males and 2,330 females.

Age and sex of working population.—Of the 351,299 employed persons, 47,789 were from 10 to 15 years old, of whom 37,724 were males and 10,065 females; 279,055 were from 16 to 59 years old, of whom 232,583 were males and 46,472 females; 24,455 persons were 60 years old and over, of whom 22,132 were males and 2,323 females.

SCHOOL OFFICIALS.

ALEX. MCIVER, *superintendent public instruction, Raleigh.*

COUNTY EXAMINERS.

County.	Examiner.	County.	Examiner.
Alamance	W. S. Long.	Lenoir	W. A. Coleman.
Alexander	W. E. White.	Lincoln	R. W. Wetmore.
Alleghany	W. P. Halbrook.	Macon	E. M. Scruggs.
Anson	W. O. Bennett.	Madison	J. R. Sama.
Beaufort	Burton Stilley.	Martin	H. H. Lanier.
Bertie	David E. Tayloe.	McDowell	M. L. Kayler.
Brunswick	John N. Bennett.	Mecklenburgh	J. B. Boone.
Buncombe	Edward J. Astan.	Mitchell	S. M. Green.
Burke	Neilson Tally.	Montgomery	W. T. H. Ewing.
Cabarrus	D. R. Bruton.	Moore	W. J. Stewart.
Caldwell	George H. Round.	Nash	A. W. Bridgers.
Camden	T. B. Boushall.	New Hanover	A. R. Black.
Carteret	E. L. Perkins.	Northampton	A. J. Britton.
Catawba	M. E. Lawrence.	Ouslow	L. G. Woodward.
Chatham	J. W. Hatch.	Orange	Samuel W. Hughes.
Cherokee	W. H. H. Hughes.	Pasquotank	Frank Vaughan.
Chowan	Jeptha A. Ward.	Perquimans	J. T. Smith.
Clay	W. A. Curtis.	Person	J. J. Lansdell.
Cleveland	L. N. Durham.	Pitt	S. E. Hinea.
Columbus	J. W. Council.	Polk	E. J. Bradley.
Craven	C. A. Nelson.	Randolph	M. S. Robbins.
Currituck	V. L. Pitta.	Richmond	H. H. Crowson.
Davidson	E. Raper.	Robeson	D. C. McIntyre.
Davie	B. F. Lunn.	Rockingham	W. N. Mebane.
Duplin	Alex. Kirkland.	Rowan	R. A. Knox.
Edgecombe	W. A. Duggan.	Rutherford	W. W. Wallace.
Franklin	Robert M. Furman.	Sampson	B. F. Grady, jr.
Gaston	R. W. Sandifer.	Stanley	S. J. Pemberton.
Gates	M. L. Eura.	Stokes	W. A. Flint.
Granville	James B. Floyd.	Surrey	J. C. Gilmer.
Greene	John Harney.	Tyrrel	John A. Spruill.
Guilford	N. Mendenhall.	Wake	W. Whitaker.
Halifax	J. H. Nothington.	Warren	John E. Dugger.
Haywood	W. T. Wilson.	Washington	Lewis C. Latham.
Henderson	J. W. Kilpatrick.	Watauga	William F. Shull.
Hertford	J. B. Slaughter.	Wayne	John Robinson.
Hyde	S. S. Jones.	Wilkes	Thos. J. Gilreath.
Iredell	J. H. Hill.	Wilson	E. M. Nadall.
Jackson	J. T. Allison.	Yadkin	M. Baldwin.
Johnston	J. Horton.	Yancey	David M. Ray.
Jones	E. F. Sanderson.		

O H I O .

[From report of Hon. Thomas W. Harvey, State commissioner of common schools, for the school year ended August 31, 1871.]

SCHOOL FUND.

Receipts from State school tax	\$1,514,060 34
Receipts from interest on irreducible funds, &c	241,401 94
Receipts from local taxes	4,947,799 79
Receipts from sale of bonds	414,072 51
Receipts from fines, licenses, &c.....	248,657 62
Total receipts for 1871	7,365,992 20
Grand total of receipts, including balance on hand September 1, 1870..	9,610,046 50

FINANCIAL STATEMENT.

Increase in State school tax over last year	\$61,614 49
Increase in interest on irreducible funds, &c	6,652 08
Increase in local taxes	57,919 67
Increase in grand total of receipts.....	245,280 80
Total amount paid teachers.....	4,107,795 30
Increase over last year	200,528 31
Amount paid for managing and superintending schools.....	102,980 05
Increase over last year	4,447 04
Amount paid for sites and buildings.....	1,517,021 09
Decrease from last year	462,556 45
Amount paid for fuel and contingent expenses	1,103,238 12
Decrease from last year	61,950 42
Amount paid for interest on and redemption of bonds.....	423,694 80
Grand total of expenditures in 1871	7,254,729 36
Increase over last year.....	104,163 28
Balance on hand September 1, 1871.....	2,355,317 14

The decrease of \$61,950.42 in the amount paid for fuel and other contingent expenses results from the fact that heretofore this item included the amount paid for interest on and redemption of bonds, which is now for the first time reported as a separate item. If these two amounts were united, there would be, instead of a decrease, an increase of \$361,744.38.

SCHOOL POPULATION.

White males	526,109
White females	505,656
Total white scholastic population	1,031,765
Increase over last year	16,190
Colored males	13,402
Colored females	12,881
Total colored scholastic population	26,283
Increase over last year	176
Whole number of males	539,511
Whole number of females.....	518,537
Total scholastic population	1,058,048
Increase over last year.....	16,368

ATTENDANCE.

Number of males enrolled	383,722
Number of females enrolled.....	348,400
Total enrollment	732,122
Increase over last year	7,226
Average attendance of males.....	223,470
Average attendance of females.....	208,982
Total average attendance.....	432,452
Increase over last year	18,559
Per cent. of attendance on enrollment..	60.54
Increase in percentage over last year	2.89

270 REPORT OF THE COMMISSIONER OF EDUCATION.

CLASS SCHOOLS AND PRIVATE SCHOOLS.

There are two kinds of class schools in the State: German schools, where instruction is given in the German language exclusively, and schools composed exclusively of colored children.

Number of pupils enrolled in German schools	5,480
Increase over last year	384
Number of pupils enrolled in colored schools	5,822
Increase over last year	495
Number of pupils enrolled in private schools	5,945
Decrease from last year	4,555

TEACHERS AND TEACHERS' PAY.

Number of teachers in German schools	91
Increase over last year	13
Number of teachers in colored schools	145
Number of male teachers in common schools	9,563
Number of female teachers in common schools	12,544
Total number of teachers employed	22,107
Increase over last year	269
Total number of permanent teachers	7,580
Increase over last year	409
Changes of teachers during the year	7,360
Whole number of teachers necessary	14,747
Increase over last year	372
Average number of weeks taught	33
Average gentlemen's monthly pay in township primary schools	\$37 00
Average ladies' monthly pay in township primary schools	\$21 00
Average gentlemen's monthly pay in township high schools	\$57 00
Average ladies' monthly pay in separate district primary schools	\$72 00
Average ladies' monthly pay in separate district primary schools	\$41 00
Average gentlemen's monthly pay in separate district high schools	\$93 00
Average ladies' monthly pay in separate district high schools	\$58 00

SCHOOL PROPERTY.

Whole number of school-houses in the State	11,571
Whole number of school-rooms in the State	14,186
School-houses erected in 1871	578
Cost of school-houses erected in 1871	\$1,025,077
Total value of school property in the State	\$14,983,612
Increase over value of last year	\$1,170,058

AVERAGE RATE OF LOCAL TAX FOR COMMON SCHOOLS.

Average number of mills on each dollar, local levy, in townships for schools in 1871	3.02
Average number of mills on each dollar, local levy, in townships for schools in 1870	3.63
Decrease .....	.61
Average number of mills on each dollar, local levy, in separate districts, for schools in 1871	6.19
Average number of mills on each dollar, local levy, in separate districts, for schools in 1870	7.57
Decrease	1.38

DECREASE OF TAXES.

The act of May 1, 1871, restricting township boards of education to $3\frac{1}{2}$ mills on the dollar, and all other boards of education to $5\frac{1}{2}$ mills on the dollar, has operated as the chief cause of the decrease above reported. The reduction of local indebtedness for school-houses has contributed something to the large decrease in the rate of tax in separate districts. In many districts whose aggregate valuation of taxable property under

the new appraisement is not proportionably increased, the said statutory reduction in the rate of the levy, it is feared, will seriously embarrass boards of education in their efforts to comply with the requirements of law. The interests of our public schools obviously require a restoration of the former rate of local tax for school purposes.

THE NET COST OF EDUCATION FOR THE YEAR.

In townships, total cost, less amounts paid on permanent property in 1871...	\$2,860,882
In separate districts, total cost, less amounts paid on permanent property in 1871.....	2,453,128
	<hr/>
In the State, total cost, less amounts paid on permanent property in 1871..	5,314,010
	<hr/>
In townships, average cost per pupil on year's expenditures, net, in 1871 ..	\$9 75
In separate districts, average cost per pupil on year's expenditures, net, in 1871 ..	\$17 66
In townships, average cost per pupil on year's expenditures, net, in 1871, including 6 per cent. on estimated value of permanent improvements....	\$11 09
In separate districts, average cost per pupil on year's expenditure, net, in 1871, including 6 per cent. on estimated value of permanent improvements	\$21 30
In the State, average cost per pupil on year's expenditure, net, in 1871, including 6 per cent. on estimated value of permanent improvements.....	\$14 37

SCHOOL LANDS.

We have been for a year or more engaged in reviewing and correcting errors in the sixteenth-section accounts of this office, and have corrected, perhaps, one-half of them. It is recommended that the State auditor be authorized to make an examination of the records of the Land Office at Washington, that the facts concerning these grants may be ascertained. Otherwise the State will probably never obtain possession of all the lands to which it is legally entitled, and the income from the sale or rent of schools lands will never be justly apportioned.

CODIFICATION OF THE SCHOOL LAWS.

The necessity of a codification of the school laws was presented in the last, and also in several preceding reports. There are about forty thousand school officers and twenty thousand teachers in the State. That they may be enabled to perform their duties understandingly, the school laws should be plain and definite in statement. A codified bill, it is hoped, will secure this desirable result as well as furnish the occasion for making such changes in our school system as may be deemed expedient.

THE TOWNSHIP SYSTEM.

It is no wonder that a system so cumbersome and complicated should prove a fruitful source of neglect, perplexity, misunderstanding, and litigation. It is recommended that the number of local directors in each sub-district be reduced from three to one, and certain powers, neither vital nor important to local interests, be transferred from them to the township board organized precisely as it now is. A riddance will thus be made of friction and dead weight, and our school system made compact and efficient.

SUPERVISION.

Practically, our country schools are without supervision. There being no one in each county to organize, counsel, and direct, these schools are frequently a chaos of misapplied good purposes, wasteways of unused or misdirected energies. While our cities and towns have made rapid progress in every thing that concerns education, our rural districts have failed to keep pace with them, and, in some localities, have actually retrograded. Supervision has ceased to be an experiment. It is now the settled policy of the States that have once adopted it, and we confidently trust that Ohio will soon follow their example.

EXAMINERS.

The system of examination by local boards works badly in small towns and villages, and examination by county boards equally so, applied to large towns or cities. It is respectfully recommended that the State board of examiners be authorized to divide the State into districts of convenient size, and to appoint three competent persons in each

district, who shall constitute a district board of examiners, and that each district board be empowered to grant certificates which shall be valid five years, unless revoked for good cause.

At the meeting of the State board of examiners, February 15, 1871, it was agreed that English literature, general history, and the Constitution of the United States should be added to the list of test branches. It was also decided to discontinue the practice of former boards, in regard to partial examinations, and that after next annual examination each candidate should be required to pass a satisfactory examination upon the entire list of test studies. At the first examination held by this board, twenty-six persons appeared, to eighteen of whom certificates were granted.

TEACHERS' CERTIFICATES.

State certificates granted in 1871.....	18
County certificates granted for two years, 1871.....	563
County certificates granted for eighteen months, 1871.....	2,315
County certificates granted for one year, 1871.....	7,869
County certificates granted for six months, 1871.....	9,082
Total certificates granted in 1871.....	<u>19,829</u>
Number of colored applicants for certificates.....	231

ADDITIONAL CERTIFICATES REQUIRED.

There seems to be a need for a grade of certificates intermediate between those granted by the State and the county board of examiners. Certificates valid throughout the State for a longer period than two years, but issued to experienced and successful teachers only, would be highly prized by a large number who find the present method of examination expensive and embarrassing. They would also be incentives to diligence on the part of many who despair of ever obtaining a State certificate.

TEACHERS' INSTITUTES.

Reports have been received from sixty-eight teachers' institutes. These reports show that 308 instructors and lecturers were employed in conducting the exercises; that 7,158 teachers, nearly one-third of the whole number in the State, were in attendance; that the sum of \$16,361.99 was expended in sustaining them. Institutes are among the most important educational helps. The suggestion has been made, and is here repeated, that some legislation is needed to make them more effective, and relieve teachers from the burden of their support.

SCHOOLS FOR COLORED CHILDREN.

The statute providing for the education of the colored children in the State is, in its practical operation, a failure. In sections where they are few in number, the public money to which they are entitled is not sufficient for the support of a separate school for any length of time, and in some instances the express provisions of the law have been disregarded, and all the school-funds appropriated to the support of schools for white children only. It is respectfully recommended that the statute be so amended as to secure for colored youth educational advantages equal to those enjoyed by others.

NORMAL SCHOOLS.

A commendable feature in some of our private schools is the attention given to normal instruction. In the absence of other efficient means and facilities for professional training, their efforts to supply a manifest want merit encouragement and reward. There exists an urgent necessity for well-conducted normal schools. We are entering upon a new era of education. Old methods of teaching are being replaced by new ones. We acknowledge that, as a class, our teachers are not so well qualified as they should be, but we fail to provide the means that will give us better ones. We have taken scarcely a single step forward since 1853, but have suffered other States to sweep past us in their onward march, while we have been drifting about in an eddy of stolid conservatism. Our school system needs to be vitalized and made efficient by the employment of agencies which will furnish us competent teachers. The sum, not exceeding \$100 from each county, paid into the "teachers' institute fund," is all the provision made by Ohio for normal instruction. Policy and necessity demand the establishment of one or more normal schools, to be sustained as State institutions.

CINCINNATI.

GERMAN IN THE PUBLIC SCHOOLS.

From the large infusion of the German element in the population of Cincinnati, this important department of the school system must continue to engage the attention of a very considerable portion of the people. That more than one-half of all the pupils in the public schools study German is a striking evidence of the interest felt in it. During the past year there has been appointed an assistant to the superintendent of public schools, whose duty is principally to take special charge of the German-English department. He reports this department as, upon the whole, in a fair condition.

The establishment of a German normal department, in connection with the existing normal school, is strongly recommended. This is absolutely necessary, unless it is intended to rely in the future upon Germany for the supply of teachers in the German department. The employment of foreigners as teachers in our public schools is to be deprecated, because from such, pupils can not receive such a political education as befits the republican principles and institutions of our country. A lack of such political training is regarded as the weakest point in our educational system.

It is also recommended that the use of separate readers be dispensed with. Those at present in use answer every purpose; the requisite grammatical explanation should be furnished by the teacher, and the reading-lesson will be more interesting for being understood in both languages. Wherever, in teaching, two living languages are used co-operatively, the understanding of the one can be rendered more perfect by a knowledge of the other. And this is more particularly the case when the two most beautiful of existing languages are brought together—the mother, the German; and the daughter, the English. The German may be used by way of defining the English with infinitely more advantage than could be accomplished by a purely English definition, and so *vice versa*. At present that very important part of the study of German, the translation, is exclusively in the hands of the German teachers. This fact renders more obvious the necessity of a German normal department.

DRAWING AS A COMPULSORY BRANCH OF INSTRUCTION.

Until recently no attempt has been made to introduce drawing as a compulsory branch of instruction into all grades of schools; and for Cincinnati is claimed the honor of inaugurating this new movement on a systematic and progressive plan. Since the start she has maintained her place among the foremost in the strife for excellency in this most important branch of education. But a city setting out on such an enterprise as a general diffusion of art culture ought not to shrink from counting the cost. The board must, if it expects to reap any adequate harvest from the seed sown, nourish it with a generous hand. Every school should be provided with a liberal supply of models; for, without such aids, the superintendent of drawing and his assistants will find themselves hampered at every step.

Such arrangements have been made for the instruction of the regular teachers of the schools in this branch that it will be possible soon to reduce the number of special teachers to four, or even a less number; but that it will be possible ever to dispense with all of them, without great injury to the instruction in their department, is not believed. That the regular teachers may be trained to instruct profitably in the elements of drawing, may be assumed as an established fact; and that is all that can justly be expected of them. Professional teachers will always be needed for the higher departments of this art.

The time devoted to drawing in the primary schools is three half-hours per week, so arranged that one full hour has been given in all grades above E for explanation and development of the figures contained in the exercises. The remaining thirty minutes are taken for a practice lesson and review of the previous lesson. In the intermediate schools the time allotted is eighty minutes—forty for instruction and explanation by the special teacher of drawing, the remaining forty being taken as a practice lesson under the supervision of the class teacher.

Viewing the subject of art instruction from the pecuniary stand-point, it is fully believed that the community will receive no richer return from any branch taught in the schools, for the money invested. The same remarks will apply equally to the instruction given in music.

MUSIC.

The examination in this branch showed a very great improvement in note-reading and the singing of exercises at sight; but the greatest improvement was in song-singing. The children sang not only in better time, but with a much better quality of voice.

The regular teachers have labored in harmony with the music-teachers to advance the interests of this important branch, and in giving instruction to their classes show that they have gained greatly in skill during the year. From year to year the plans of instruction in this department are crystallizing more and more into a harmonious system. The examination of the graduating class of the normal school occupied a whole day, and was very thorough, not only in the theory of music but in the ability of its different members to give practical instruction to a class.

LANGUAGE LESSONS.

A distinguishing trait of the Cincinnati schools is the prominence that language occupies in their course of study. In arranging this course, the truth has been prominently borne in mind that correct expression is not only valuable in itself, but has a powerful reflex influence in promoting correct thinking.

Having long felt that technical grammar, as usually taught, is of little practical value, the committee on course of study set to work resolutely, some three or four years ago, to bring about an entire revolution in the method of teaching grammar. Instead of reserving grammar as a study for the highest grades, a course was constructed to begin with the child's first day in school, and keep him company through every grade until he reaches the high school, where it is expected that rhetoric and a critical study of some of the best English classics will finish the solid and symmetrical structure.

The teacher is not to aim at a recitation of grammatical rules and definitions, but at a ready and correct use of the language itself, the latter alone having a real and practical value in the future career of the scholar. To this end mere technicalities are to be avoided as far as practicable, but when used to be thoroughly explained in terms to be readily comprehended by children. All text-books are excluded from the district schools, and an elaborate syllabus was prepared for the use of teachers. This plan has been thoroughly tried, and its success has been all that could have been expected. The knowledge gained by pupils through its workings has been no heap of "dry grammatical compost," but a knowledge which has rendered them more familiar with the use of language in a practical way, and which is also leading them gradually up to an appreciation of the beauty and power of the highest expression of thought.

In the primary schools, object-lessons form the basis of language-lessons, the child acquiring the habit of ready and correct expression as he acquires the habit of observation. The success of this course depends almost entirely upon the teacher. If he possess method, versatility, and enthusiasm, he can make the work intensely interesting; but if he be a mere routinist, the course in his hands will prove little less technical, formal, and unpractical than the old method of etymological grammar, with its absurd and humdrum parsing exercises.

The course pursued in one of the German-English schools is worthy of commendation. It is the custom for the English teacher to write a composition on the board, the pupils following, and turning it, sentence by sentence, into German; the German compositions to be corrected by the German teacher. Then a German composition is turned into English in the same way. The compositions of this distich run in couplets; the one in English, the other in German, and on the same topic. The advantages of this plan in giving accuracy and readiness in the use of both languages can scarcely be over-estimated.

NIGHT SCHOOLS.

These were opened October 16, and closed February 17, having been in session one week longer than the year before. There was a falling-off in the enrollment, while the per cent. of attendance on the enrollment remained about the same. The attendance of both years, however, was much below that of the first, in proportion to the number enrolled. It is difficult to account for these results, as no pains have been spared to induce youth unable to attend the day schools to attend the night schools. The best teachers have been employed, and every appliance necessary to the progress of the pupils has been freely furnished.

CINCINNATI UNIVERSITY.

There has as yet been no union of the different educational funds, which it was hoped would be brought together under the law passed with such remarkable unanimity by the legislature, and there seems no prospect of an early opening of this institution. Some months since an able and well-considered curriculum of study, adapted to the opening work of the university, was reported to the board of directors. Since then nothing seems to have been done. Unquestionably the best interests of Cincinnati demand an early opening of the university, and this demand is seconded by the almost unanimous voice of her citizens.

PUBLIC LIBRARY.

During the past year the library has been removed from narrow and inconvenient quarters to a beautiful and well-arranged building; and by the liberal appropriation of the board of education and the concurrent action of the city council, the completion of a fire-proof building, with a capacity of 250,000 volumes, is assured. The accessions to and the use of the library have largely increased.

COLUMBUS.

CONDITION OF SCHOOLS.

The extension of the corporate limits of the city has brought under the control of the board of education several suburban schools. The parents and children, having become accustomed to the loose discipline and unmethodical instruction of schools in the rural districts, were restive under the more rigid rules and regulations of the city schools. Owing to this the year's work in these schools has not been very satisfactory. In the others the progress has been all that could be desired. A new classification has been made, and the course in the grammar and primary schools reduced from 9 to 8 years. The unusual prevalence of children's diseases has been an insurmountable obstacle in the way of regular and uniform attendance. Some of the schools were reduced one-half.

WOMEN PRINCIPALS.

During the year the experiment has been tried of employing women as principals of schools. "So far as the results of a single year are concerned, the experiment is a success. There were fewer difficulties between teachers and pupils, and a less number of complaints entered by parents against teachers, than in former years." Nevertheless the opinion is expressed that "the only true system of education is the one wherein both men and women are employed in the training of youth."

BRANCHES OF STUDY.

Music has been included in the course of study for several years, but so unsatisfactory have been the results that the subject was in danger of being stricken out. The adoption of a course of instruction in accordance with the Boston plan gives hopes of more satisfactory results.

Drawing has been introduced into the grammar and primary schools, but until the teachers acquire greater skill little can be accomplished.

The German language was taught in 23 schools, besides the high school, during the year. The number of pupils studying this branch was 1,553. German-English schools have been a constituent part of the public-school system ever since its existence, and have been universally the best filled and most regularly attended.

NORMAL CLASS.

As a means of supplying more thoroughly trained teachers, it is recommended that a normal class be established in the high school. If this could be done it is believed there would be fewer failures resulting from the want of professional knowledge and experience.

HISTORY OF THE PUBLIC-SCHOOL SYSTEM.

The public-school system of Columbus was organized in 1845. The citizens refused to allow a tax to be levied, and the entire fund at the disposal of the board was \$896.86, received from the State fund. Thirteen schools were opened. In 1847 there were 17. In 1852 the number had increased to 22, (four of which were German-English,) and in 20 years it has risen to 100, with a school property valued at \$420,000.

TOLEDO.

The following account of the Toledo schools is taken from an article in the Toledo Blade, furnished by Colonel De Wolf, the city superintendent:

ORGANIZATION.

"The Toledo public schools were organized in May, 1849, under the Akron law, somewhat modified. In 1849-'50, five schools accommodated the youth of the city, of whom

682, or 60 per cent. of the enumerated youth, were enrolled. Pupils were admitted, as they were enumerated, from the age of 5 to 20, inclusive. At an early period in the history of the schools those under 6 were excluded from the schools.

EARLY TEACHERS.

"On the list of early teachers appears the name of Hon. Anson Smythe, from 1850 to 1854. Among the superintendents is the same name, from November, 1850, to February, 1856, at which time this gentleman became State school commissioner, and was succeeded by Hon. John Eaton, jr., now Chief of the Educational Bureau of the United States. Mr. Eaton was followed by Moses T. Brown, esq., in March, 1859; he resigned in April, 1864, and the present incumbent was elected to the place.

PRESENT CONDITION.

"In March, 1864, there were 24 schools and 33 teachers, enrolling during the year 2,217 pupils, out of 5,392 enumerated. The term-enrollment of the high school, four classes, was 61. In January, 1866, the German schools then existing were adopted into the public-school system, and since that time others have been added to meet the wants of this class. With these additions, the growth of the city, and a constant effort to induce all children to attend the schools, (clothing, in many cases, being provided through private benevolence for those who could not otherwise attend,) the number of schools has now reached 80, the number of teachers 100, and the number of pupils 6,572, or 62 per cent. of the mean between the 10,236 and the 10,860 youth enumerated in 1871 and 1872. The term-enrollment in the high school—now three classes—is 181.

EVENING SCHOOLS.

"The Toledo board of education also maintain evening schools three nights each week, during the winter, for those only who can not attend a day school. At these 315 pupils, over 13 years of age, were enrolled, the average weekly enrollment being 247; the average nightly attendance, 180. In the Catholic Church schools there are enrolled about 1,200 pupils.

INFLUENCE OF MANUFACTORIES.

"The growth of such manufactories as employ juvenile help is already affecting the attendance of youth in our schools. In one of these I found nearly 100 youths, from 11 to 17, and in each of several others a large number. Night schools will do something for this class, especially for such as had a good start in the day schools. Indeed, our statistics show that what is done for a large majority of our youth must be effected before they arrive at the age of 14, or even 12.

WRITING.

"Let me also say, what I find can not be too often reiterated, that writing much in school exercises, if carefully done, affords a most excellent means of fixing in the mind a systematic knowledge of the subject, and is the only means of learning to construct English sentences, to capitalize and punctuate, and also to spell. In all German schools much more use is made of the pen than in America. The good results are manifest in many directions.

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"A notion prevails among large classes of our American citizens that drawing is a mere accomplishment, beneath the notice of young men looking forward to active vocations. In our new and rushing communities, where so many amass fortunes by the roughest process, it is perhaps not strange that we have given little thought to the refined methods by which older nations so greatly increase the value of their less abundant raw material. Art has thus wanted an opportunity among us to demonstrate its power to enrich or to cultivate a people. Happily, there is a promise of change in this regard.

TIME REQUIRED TO TEACH DRAWING.

"It has been demonstrated to the satisfaction of experienced educators, and I think our experience corroborates it, that drawing and writing can be taught to children with the same outlay of time and labor as is required to teach writing alone. Teachers accustomed to give systematic instruction in other branches require, it is found, but a short period, by persistent effort, to be able to instruct in free-hand and object drawing, and not many months longer to add geometric and the elements of perspective drawing.

UTILITY OF THE STUDY OF DRAWING.

"To the teacher of physical science and of history, from the primary to the highest departments of instruction, the ability to assist description by representation is of untold value. This is indispensable to the scientist as an original explorer. The development of the ideal of symmetry, with variety and elegance, is of great value to the dealer in all manufactured articles. It adds culture as well as power to the scholar and the professional man, to the man of means and large designs.

"Toledo has not wished to be behind other cities in her attempt to encourage this culture through her public schools. She has for several years furnished a teacher for special classes, and of late has required free-hand, object, geometric, and perspective drawing in their appropriate places in all the schools, two lessons being given each week.

"Map-drawing, in addition to the aid it has rendered in the study of geography, has assisted much in developing neat, precise, and rapid execution with chalk and pencil. The oral instruction required in the schools, embracing at first the forms of objects and of geometric figures, and then of vegetation and of animals, has contributed interest to our drawing-lessons, and has been greatly aided by the ability of teacher and pupil to make even flat representations of these objects.

METHODS OF TEACHING.

"The fact that a very large majority of our pupils never reach our high schools, to study text-books in those physical sciences a knowledge of which has so wide an application in common life, calls for careful consideration. It furnishes abundant reasons, if there were no other, for regular oral instruction, through all the lower grades, in the forms and qualities of objects; the laws of motion; the nature of the atmosphere, with the subject of ventilation; the forms and something of the philosophy of vegetable and animal life. Did all pupils enter the high schools, even, we have found it to be of great value to have introduced the elements of these subjects at an early age. Much familiarity is thus acquired with that part of the vocabulary of science which depends on mere forms, as in botany, and on the manifest qualities of matter, besides the gain in habits and power of observation, reasoning, and expression.

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"Through this pleasing variety, which is rest in intellectual operations, the wise teacher develops mental strength for the quicker and easier performance of other school labors. He discovers, by closer contact with his pupils, the advantage of mind as a factor in the production of results. He sees that, with twenty units of mental power, he must reach his hundred units of excellence through eighty units of toil; but that, by profitably occupying the mind of his pupil until eighty units of mental power accrue, he may achieve the same success with twenty units of exertion. He is unwilling, therefore, to imitate the rustic who grudges the time to grease his axles, and drags the tightened wheels toilsomely along.

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physical sciences also afford most excellent opportunities for practice in the science of numbers.

"Thus we claim, that by such management and forethought on the part of the teacher as becomes so important a calling as his, many advantages of the study of the natural sciences may be secured, in and below our grammar schools, without greatly diminishing the valuable results now sought through an almost exclusive devotion to text-book routine. In this we do not advocate smattering; but insist all the more severely, as our interest rises in the work here recommended, that a correct and thorough method of teaching the text-books is the shortest way out of them, and the true and only way to gain time for this important work.

"In conclusion, let me beg you not to suppose that I am more interested in the few topics I have discussed than in many others. Music, well taught as a science in all our schools, may be of untold value in preparing the pupils for refined enjoyments, and for the exertion of powerful influences for good. I should like, also, to report some of the results of the sprightly conversational methods of teaching the modern languages adopted in our schools some years since, as compared with the results of the mere text-book routine of former years. The practice of early studying up short topics in biography, history, natural history, &c., as subjects of free conversations in the class, has added great interest and efficiency in the acquisition of the languages, besides furnishing an occasion, under the hand of an intelligent teacher, for the accumulation of much useful information."

STATE REFORM SCHOOL FOR GIRLS.

The general workings of this institution during the past year have been highly satisfactory. The improvement of the inmates has been, almost without exception, very marked. The entire enrollment of the school at the close of the last year was 104, of whom 5 have been discharged by the trustees, 2 by legal process, 2 by expiration of time, and 1 died. The age prescribed by law for admission to the institution is from 7 to 16 years. The average age of those admitted during the first year was 15 years; of the second year, 13 years; and of the third year, 12½ years. The rapid increase in the number of pupils has made it necessary to ask of the legislature an appropriation of \$12,000 for one new building, and \$5,000 for remodeling old ones to meet temporary demands. Receipts for the year, \$25,759; aggregate expenditure, \$18,180.

TOLEDO UNIVERSITY OF ARTS AND TRADES.

Mr. Jesup W. Scott, of Toledo, has donated 160 acres of land, valued at \$80,000, within the limits of the city of Toledo, for the endowment of an institution to be known as the Toledo University of Arts and Trades. "All the advantages offered by this institution are to be free of cost to the pupils who have not the means to pay for the same, and all others are to pay such tuition and other fees as the trustees may require." The institution is to be open to both sexes. Mr. W. H. Raymond has made a gift to the university ample for the endowment of a professorship.

OHIO AGRICULTURAL AND MECHANICAL COLLEGE.

The land-scrip voted by Congress to Ohio for the purpose of establishing a college of agriculture and the mechanic arts has been sold, and the proceeds, with the interest thereon, amount at the present time to nearly \$460,000. This fund has been increased by \$300,000, voted by the citizens of Franklin County, in consideration of the location of the college within the limits of the county. Of this sum \$111,000 have been paid for 315 acres of land near the city of Columbus, and \$112,000 are to be paid for the college building now in process of erection. The remainder of the \$300,000 will be expended for additional buildings, for apparatus, and other necessaries. The college building was to have been completed by the 1st of November, 1872. The faculty is not yet chosen.

As yet, our State has no institution which attempts to give a thorough scientific training, as a preparation either for agriculture or the arts. This deficiency the agricultural and mechanical college will supply, and, if well conducted and liberally sustained, can not fail to give a completeness to our educational system that has not thus far been attained.

KENYON COLLEGE AND THEOLOGICAL SEMINARY.

This institution embraces the theological seminary of the Protestant Episcopal Church in the diocese of Ohio, Kenyon College, and Kenyon grammar school. This school is preparatory to the college. Students are only admitted to matriculation in the college after sustaining a satisfactory probation. The course of study in the theological seminary embraces eight departments, and extends through three years. Students in the seminary are allowed to attend, gratuitously, any recitations in Kenyon College. Aid is given to properly qualified students, by scholarships, or by the education committee of the diocese.

ANTIOCH COLLEGE.

The educational course of this institution is thoroughly practical, and equal opportunities are afforded to both sexes. Students not desiring to take the regular college course may pursue selected studies, and after a satisfactory examination receive certificates of proficiency. A preparatory school is connected with the college, where students are fitted for the freshman class. To those not desiring to pursue a collegiate course this school offers the advantages of the best academies.

BALDWIN UNIVERSITY.

The design of the university is to provide for students, without distinction of sex, a thorough collegiate education in the college of arts; and by means of other colleges and departments, to provide a thorough scientific basis for the professions and industrial pursuits of the country. The university embraces the college of arts, with a classical, a scientific, and a preparatory department; the German Wallace college, formerly the German department of the university, but now an independent college, including a theological school; the college of pharmacy; and the commercial department. During the term of 1872-73 a normal class will be conducted for the preparation of teachers of common schools. Other departments will be added, as demands and means may justify. There are 50 perpetual scholarships for the use of orphans.

OHIO WESLEYAN UNIVERSITY.

The departments of this institution are collegiate, preparatory, scientific, and theological. Special attention is given to modern languages and to practical surveying and engineering. An elective course is permitted. The museum is extensive and valuable, including an interesting collection of Indian relics. The arboretum on the college grounds is designed to include every variety of tree and shrub, native and foreign, that will grow in this latitude. The collection now embraces over 600 varieties. Valuable additions are annually made to the university libraries.

CINCINNATI WESLEYAN COLLEGE.

This institution, for the education of young women, includes six departments: preparatory, academic, collegiate, (with two courses, classical and scientific,) the department of modern languages, the department of music, and the department of drawing and painting. In the music department there are three grades, preparatory, academic, and normal. In the latter of these, pupils are fitted to become teachers of music. The college building is one of the finest and most commodious in the West. The average attendance for the last four years has been 230.

OHIO FEMALE COLLEGE.

This has been in successful operation for 21 years. The course of study is the same as in the best colleges for young men. Special advantages are offered for the study of modern languages, drawing, and painting. The college property is wholly unincumbered by debt, and the institution, both in its financial and educational affairs, is in a prosperous condition.

MEDICAL COLLEGES.

The trustees and faculty of the Cleveland Medical College, which is in its twenty-ninth session, announce that they have added greatly to the educational advantages of the college, not only in the increase of instructors, but also in greatly enlarged clinical advantages and in the means of practical illustrations and appliances. It is claimed that the course of study is exceptionally thorough.

The past session of the Miami Medical College was remarkably prosperous, the class being decidedly in advance of any preceding. The Cincinnati Hospital, located near the college, offers special advantages for clinical study. The college is in its thirteenth session.

The Starling Medical College is most advantageously situated in the vicinity of the State institutions for the insane, the idiotic, the blind, and the deaf-mute. The hospital of the Ohio penitentiary, and the city and county infirmary are open to the students. The college has been in operation twenty-five years.

The Ohio College of Dental Surgery announces its twenty-seventh annual session. The candidate for graduation must have had two full years of pupilage with a reputable dental practitioner, inclusive of two complete courses of lectures in the dental college.

OHIO INSTITUTION FOR THE EDUCATION OF THE BLIND.

During the term commencing September 13, 1871, there were 105 pupils in the institu-

tions; males 54, females 51. Of these, 23 are new pupils. In the different departments of the school a fair degree of success has been attained. The trades taught are broom-making and chair-seating. Three men who entered to learn the broom trade have learned it, and left to go into business. In addition to broom-making, the females are taught knitting, sewing, and bead-work. The new building of the institution is nearly completed. An appeal is made to the legislature for a larger appropriation.

OHIO REFORM SCHOOL.

The school is located upon a farm of 1,170 acres in Fairfield County. Since its opening, in 1858, there have been admitted 1,479 boys. The number received during the year 1871 was an increase of 34 over the previous year. The average time of detention is 2 years and 6 months. The boys are classed in families, (50 in each,) and are cared for by officers, called "elder brothers." No means are employed to prevent the boys from escaping. Most of them can, by judicious management, be trusted to go about without supervision, and without any danger of their running away. Five hours' instruction are given in the school each day, and every boy works one-half his time, either on the farm or in the shops.

HOUSE OF REFUGE.

The twenty-first annual report, for the year 1871, states that the number of inmates during the year was 474; boys 389, girls 85. Average time of detention, 1 year, 4 months and 7 days. A peculiar feature of the institution is the division of the inmates into five distinct families, with entirely separate apartments, so that each family is prevented from communicating with the others. This prevents the contamination of the younger and better class by the older and more vicious. In the schools the children have made rapid advancement. A large number of those who have been discharged give satisfactory evidence of complete reformation.

THE WESTERN RESERVE AND NORTHERN OHIO HISTORICAL SOCIETY.

This society, located at Cleveland, Ohio, was organized in 1867. It is engaged in the work of collecting the materials for Western history, especially to discover, procure, and preserve whatever relates to the history, biography, genealogy, and antiquities of the Western Reserve, the State of Ohio, and the great West. Its library is one of reference only, and is special in its objects. It contains 2,134 volumes, 3,100 pamphlets, 1,350 maps, and 28 volumes of bound manuscripts.

The following are the officers of the society: Charles Whittlesey, president; M. B. Scott and J. H. Salisbury, vice-presidents; A. T. Goodman, secretary; Samuel Williamson, treasurer.

HON. SAMUEL GALLOWAY.—OBITUARY.

Hon. Samuel Galloway, of Columbus, died of consumption April 5, 1872. He was born at Gettysburgh, Pennsylvania, March 20, 1811; removed to Ohio on the death of his father, just before his majority; graduated at Miami University, 1833; taught a classical school in Hamilton one year; studied theology a year at Princeton; elected professor of Latin and Greek in his alma mater, but resigned after one term on account of ill-health; professor ancient languages Hanover College, 1839, but soon retired in feeble health; resumed the study of law, which he had commenced on leaving college, and was admitted to the bar in 1842; secretary of State, and *ex-officio* State superintendent of schools in 1844 to 1849, in which office he labored zealously and effectively for the improvement of common schools. He prepared six annual reports, ably advocating universal education, teachers' institutions, normal schools, supervision, and other measures of improvement. The great educational revival, which began in 1845, and resulted in the liberal school legislation of 1848-'49, was due largely to his efforts. He was three years president of the Ohio teachers' association, from its organization in 1847. His interests in the association and in the progress of education continued through life.

HON. WARREN M'CLINTOCK.—OBITUARY.

Warren McClintock, superintendent of the London schools, died February 29, 1872. He was a graduate of Dartmouth College, Hanover, New Hampshire, 1864; superintendent schools, Waynesville, 1866; London, from 1867 till his death.

OHIO STATE TEACHERS' ASSOCIATION.

The twenty-fourth annual meeting of this association was held at Put-in Bay, July 3 and 4, 1872; President, George S. Ormsley, of Xenia. Besides the inaugural address

by the president, an able address was made by E. O. Vaile, of Cincinnati, on "The studies required of a pupil in a public school." Miss Harriet L. Keeler, of Cleveland, made a report on "Object lessons."

These addresses and papers were discussed at length by President E. T. Tappan, W. S. Furby, John Hancock, Professor J. B. Weston, Professor John B. Perry, President O. N. Hartshorn, of Mount Union College, President J. H. Fairchild, of Oberlin, and others.

Officers elected: President, Ulysses T. Cnrran, of Cincinnati; recording secretary, L. S. Thompson, of Sandusky; corresponding secretary, Lewis W. Day, of Cleveland.

OHIO SUPERINTENDENTS' ASSOCIATION.

The third annual meeting of this association was held at Put-in Bay, July 2, 1872; President, R. W. Stevenson, who gave his inaugural address on "Supervision: its extent and its limitations," which was discussed by President Tappan, of Kenyon College, Superintendent G. S. Ormaley, of Xenia, School Commissioner T. W. Harvey, and Superintendent W. Watkins.

Superintendent S. Frindley presented an able report on "Uniform classification and course of study;" G. O. Fay reported upon "Methods of deaf-mute education;" A. T. Wiles reported upon "A uniform method of computing percentages of attendance." Each of these papers was discussed at length.

Officers elected: President, Samuel Frindley, of Akron; secretary, H. B. Furness, of Tiffin.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Ohio was the third State in population, having 2,665,260 inhabitants within an area of 39,964 square miles, an average of 66.69 persons to the square mile. This population consisted of 2,601,946 whites, 63,213 colored, 100 Indians, and 1 Chinese. Of these 2,292,767 were natives of the United States and 372,493 were foreign-born. Of the native residents 1,813,069 whites, 29,192 colored, and 52 Indians were born within its borders, while of the foreign residents 182,897 were born in Germany, 36,561 in England, and 82,674 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 645,639 persons attended school, and of these 13,437 were foreign-born. Of the 635,780 white scholars, 329,367 were males and 306,413 females. Of the 9,844 colored pupils, 5,097 were males and 4,747 females. Seven male and 8 female Indians were also reported.

Illiteracy.—One hundred and seventy-three thousand one hundred and seventy-two inhabitants of all races, 10 years old and over, were unable to write, and of these 39,070 were foreign-born.

Age and sex of illiterates.—Of the 152,383 white illiterates, 26,436 were from 10 to 15 years old, and of these 15,064 were males and 11,372 females; 16,059 were from 15 to 21 years old, of whom 8,568 were males and 7,491 females; 109,888 were 21 years old and over, of whom 41,439 were males and 68,449 females. Of the 20,766 colored illiterates, 2,389 were from 10 to 15 years old, and of these 1,274 were males and 1,115 females; 2,770 were from 15 to 21 years old, of whom 1,372 were males and 1,398 females; 15,607 were 21 years old and over, of whom 7,531 were males and 8,076 females. Nine male and 14 female Indians were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 11,952, having 23,589 teachers, of whom 10,266 were males and 13,323 females, to educate 790,795 pupils, of whom 419,591 were males and 371,204 females.

Amount and source of educational income.—The total income of all the educational institutions was \$10,244,644, of which \$222,074 were derived from endowment, \$3,634,815 from taxation and public funds, and \$1,387,755 from tuition and other sources.

Public schools.—Eleven thousand four hundred and fifty-eight public schools, with 21,743 teachers, 9,306 males and 12,437 females, were attended by 737,693 pupils, of whom 389,022 were males and 348,671 females. To educate these they had a total income of \$8,528,145, of which \$10,000 were derived from endowment, \$3,495,145 from taxation and public funds, and \$23,000 from tuition and other sources.

Colleges.—The 33 colleges, with 268 teachers—238 males and 30 females—were attended by 6,183 pupils, of whom 4,596 were males and 1,587 females. They had a total income of \$300,054, of which \$144,574 were derived from endowment and \$155,480 from tuition and other sources.

Academies.—The 94 academies, with 587 teachers, of whom 204 were males and 383 females, had an attendance of 12,191 pupils—5,608 males and 6,583 females—and a total income of \$491,125, of which \$26,000 were derived from endowment and \$466,125 from tuition and other sources.

Private schools.—The 18 day and boarding schools had 26 teachers, 10 males and 16 females, and were attended by 648 pupils, of whom 268 were males and 380 females. They had an income of \$28,000.

Libraries.—Six thousand and twenty-five public libraries were reported, with 1,334,363 volumes; also, 11,765 private libraries, with 2,353,000 volumes; in all, 17,790 libraries, containing 3,687,363 volumes.

The press.—The 395 periodicals issued had an aggregate circulation of 1,388,367 copies, and an aggregate annual issue of 92,548,814 copies.

Churches.—Of the 6,488 church organizations, 6,284 had edifices, with 2,085,586 sittings, and the church property was valued at \$25,554,725.

Pauperism.—Of the 3,674 paupers, 2,659 were native whites, 201 native colored, and 814 foreigners.

Crime.—Of 1,405 persons in prison June 1, 1870, 892 were native whites, 126 native colored, and 387 foreign-born. Two thousand five hundred and sixty persons were convicted during the year.

Age and sex of population.—Of the total population, 845,971 were from 5 to 18 years old, of whom 425,466 were males and 420,505 females; 1,953,374 were 10 years old and over, of whom 976,588 were males and 976,786 females.

Occupations.—Eight hundred and forty thousand eight hundred and eighty-nine persons of these ages were engaged in various occupations, of whom 757,369 were males and 83,520 females; 397,024 persons were engaged in agricultural pursuits, of whom 396,267 were males and 757 females; 168,308 in personal and professional services, of whom 104,018 were males and 64,290 females; 78,547 in trade and transportation, of whom 77,690 were males and 857 females; 197,010 in manufactures and mechanical and mining industries, of whom 179,394 were males and 17,616 females.

Age and sex of working population.—Of the 840,889 employed persons, 38,437 were from 10 to 15 years old, of whom 34,392 were males and 4,045 females; 751,459 were from 16 to 59 years old, and of these 673,513 were males and 77,946 females; 50,993 were sixty years old and over, of whom 49,464 were males and 1,529 females.

SCHOOL OFFICIALS.

The names of superintendents of city schools will be found in the table of city school systems at the end of this volume.

OREGON.

SCHOOL STATISTICS.

Pupils under 20 and over 4 years	36,512
Male pupils under 20 and over 4 years	18,724
Female pupils under 20 and over 4 years	17,788
School districts.....	659
School districts reporting April 1, 1872.....	580

The reports of the county superintendents are not full except in those items furnished by the governor officially.

Average attendance in schools, as partially reported	12,120
Number of teachers reported	*198
Amount paid teachers during year ended April 1, 1872.....	\$68,597 32
Amount received from State and county funds.....	\$61,812 09
Amount of interest of irreducible school-fund distributed, (of which \$19,626.43 were contributed)	\$39,452 71
Number of legal school-votes, as partially reported	16,208

Our public free schools, private schools, seminaries, academies, and colleges probably instruct half the pupils of the State per year.

CONDITION OF SCHOOL FUND, SEPTEMBER, 1872.

Amount of coin	\$206,400 78
Amount of currency	236,633 88
Amount not specified.....	6,189 37
Total	449,224 03

This amount does not include some \$5,000 in Union County not yet reported to the board of commissioners.

DISTRIBUTION OF THE INTEREST ON THE COMMON-SCHOOL FUND FOR 1871.

Number of counties.....	22
Number of children of school-age, about	34,500
Amount of coin distributed	\$19,626 43
Amount of currency distributed.....	19,626 28
Total distribution	39,452 71

CONDITION OF UNIVERSITY FUND.

Amount of coin, September, 1872.....	\$35,178 60
Amount of currency, September, 1872.....	6,801 14
Total amount of fund	41,979 74

SCHOOL LANDS.

During the past two years the commissioners have deeded and bonded 98,740 acres common-school lands and 10,935 acres university lands. Thirty thousand acres of the university lands remain unsold.

COMMON-SCHOOL FUND.

This fund now amounts to \$450,000 in round numbers. The entire amount of the grant of such lands will amount to over 3,000,000 acres, 2,000,000 of which may be made available gradually. The governor of Oregon, in his annual message, estimates that this, with the revenue from the Oregon City Canal and locks, will make a common-school fund of nearly \$3,000,000.

* This is evidently an error, and probably should be 698.

STATE SUPERINTENDENT.

The governor of Oregon in his annual message recommends that provision be made for the election of a State superintendent of public instruction.

ALBANY COLLEGIATE COLLEGE.

This college is open to both sexes, and is under the care of the Presbytery of Oregon.

PACIFIC UNIVERSITY.

The secretary of the board of education says of this institution that "it was never in a more prosperous condition."

Tualatin Academy is connected with the university as a preparatory department. Pupils in the academy are required to pass a satisfactory examination in each of the elementary branches before finally leaving those studies. During the past year, the number of preparatory students has increased, and the grade of the academy has been raised, thereby excluding primary scholars, for whom provision has been made in the public schools.

The university courses are the same as those pursued in eastern colleges, and, for the young men, cover four years; while for such as desire a shorter course the scientific and normal courses are open. The ladies' course, covering three years, has been carefully prepared to meet the wants of those wishing a thorough education. The normal course is designed especially to furnish preparation for teaching. Any person otherwise admissible may, by vote of the faculty, attend the recitations in particular branches, and, on completion of any study, may receive a certificate of proficiency therein.

The literary societies are an approved method of supplementing the instruction of teachers, and are an important instrument in education. They receive their charters from the faculty, and are expected to subserve the general purpose of the institution.

Collections in natural history and lectures on various subjects by the faculty and others, will be employed during the preparatory as well as college course, for the purpose of awakening an interest in the study of natural science.

The apparatus and the collections in the department of natural history are now considerable and are steadily increasing. To meet a long-felt necessity, the president, by an enlargement of his house, has made provision for boarding young ladies.

The completion of the Oregon Central Railroad to Forest Grove, where the university is located, makes the institution accessible from all parts of the valley.

STATE UNIVERSITY.

This institution was located at Eugene City, on condition of a good site, which has been given by Hon. J. H. D. Henderson, and a \$30,000 building from the city and county.

CHRISTIAN COLLEGE.

This institution is located near the geographical center of Willamette Valley, and, by the system of railroads now in process of construction, will be very easy of access.

The north wing of the new college building was to be completed by the opening of the session in September, 1872. The style of architecture is the collegiate gothic, and the building is put up in the most substantial manner. This building, used in connection with the old one, will furnish ample accommodation for 300 students. The want of a suitable place to keep a library hitherto has prevented any considerable effort to procure one. For the same reason suitable apparatus has not been purchased. The new college building will furnish a room in which a library and apparatus may be safely kept, and every effort will be made to add to these important auxiliaries as rapidly as circumstances will permit.

The college has two separate, complete courses—classical and scientific. There is also a preparatory course laid out for the accommodation of those who wish a higher grade of instruction than is furnished in common schools, or to qualify themselves for admission to the regular college courses.

Music is made a specialty in the college. In the new building, two rooms, 18 by 30 feet, will be appropriated to the use of the music department. The modern languages will also be made a part of the course so soon as competent professors can be procured.

The college is open to both sexes. Last year the number of graduates was 8.

The legislature of the State granted to Christian College a very liberal charter, conferring all necessary powers on a board of trustees, to preserve the rights and manage the affairs of the institution. The prospects of the college are most flattering. The session just closed was by far the most prosperous since the first organization. The attendance was larger by one-third than that of any previous year. The institution is increasing in reputation, and its influence and popularity are rapidly extending.

PORTLAND ACADEMY AND FEMALE SEMINARY.

The course of study of this institution includes a commercial and a music department. The time for completing the commercial course is not fixed. It depends entirely on the ability and diligence of the pupil.

M'INNIVILLE ACADEMY.

The reports of scholarships during the past year have been in general very satisfactory. There are three departments, preparatory, academic, and normal. Pupils in the latter class are thoroughly instructed in the theory and practice of teaching.

It is the hope and purpose of the proprietors of this academy to make it a permanent institution. A subscription of \$20,000 has been raised toward an endowment fund.

SAINT HELEN'S HALL.

This is a boarding and day school for young ladies. The regular course of study occupies 5 years. Those who complete all the studies of the prescribed course will receive a diploma. Pupils not wishing to take the regular course will be allowed to study special branches. The rector of the school is the Right Rev. Wistar Morris, bishop of Oregon. Bishop Morris delivered the address upon the occasion of sending out the first class of graduates from Saint Helen's Hall.

BISHOP SCOTT GRAMMAR SCHOOL.

This is a boarding and day school for boys. As compared with the attendance of last year, there has been a gain of 20 per cent. this year. Provision is made for instruction in French, German, music, and drawing.

DEAF-MUTE SCHOOL.

A provision of the resolution relating to this school required that the expense should not exceed \$2,000 per annum. During the first year, beginning November, 1870, 16 pupils were entered. The school was conducted with success, but was closed on the 1st of April, the amount of the appropriation not being sufficient to carry it on. The students, teachers, and matron were all supported out of the sum appropriated. The school this year was closed before the appropriation was entirely exhausted, so as to be able to liquidate the bills accruing at the beginning of the September term, 1872. The number of pupils enrolled at the beginning of the term, September, 1872, was 18. Several others have signified their intention to attend the school, should more ample provision be made for its support.

The secretary of state, in his annual report, calls the attention of the legislature to the wants of this institution, as follows: "We may now regard this school as a permanent institution of the State, and it should receive your special consideration. There are 18 pupils now in the school, and 18 more who desire to enter, and they ought to have a building erected, especially adapted to the peculiar wants of this unfortunate class of people. As land, I understand, will be gratuitously offered to the State during the present session, by different parties, as an inducement to locate a site and erect upon it a school building suitable for mutes, I recommend that a suitable tract of land thus proffered be selected for that purpose, and that an appropriation be made to further this object. At the same time have the building so constructed as to afford room for a school for the blind, of whom there are now quite a number in this State, who require the advantages of an education."

STATE PENITENTIARY.

In August, 1872, the new penitentiary building was occupied. The present building affords opportunity for a better classification of prisoners than has heretofore been possible. The superintendent expresses the opinion that, in cleanliness, system, order, and average of health, this prison will now compare favorably with any similar institution in the country.

An evening school is maintained for those who desire instruction, and the attendance and progress are extremely gratifying. A Sabbath-school is also maintained and generally attended by the convicts. The chaplain believes that these and other moral agencies have worked a complete reformation in many cases. The library is of recent date and was started by subscription. Over 600 volumes and \$30 in cash for the purchase of books have been contributed.

The labor department has been both successful and profitable. Carpenter, black-

smith, harness, and shoe shops have been built, and a large tannery has been commenced, which, when complete, will be one of the finest in the State.

About eighteen months ago the governor forbade the use of corporal punishment in the prison. The superintendent reports the successful working of this order, and says, "Notwithstanding we have some of the most troublesome and dangerous men the institution has ever known, the rules and regulations have never been better obeyed, or the discipline more perfect, than at present." The number of convicts is 96.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Oregon was the thirty-sixth State in population, having 90,923 inhabitants within an area of 95,274 square miles, an average of 0.95 persons to the square mile. This population consisted of 86,929 whites, 346 colored, 318 Indians, and 3,330 Chinese. Of these, 79,323 were natives of the United States and 11,600 were foreign-born. Of the native residents, 36,824 whites, 85 colored, 243 Indians, and 3 Chinese were born within its borders; while of the foreign residents, 1,875 were born in Germany, 1,344 in England, and 1,967 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 18,096 persons attended school, and of these, 134 were foreign-born. Of the 18,049 white scholars, 9,574 were males and 8,475 females. Of the 28 colored pupils, 20 were males and 8 were females. Seven male Chinese, also 5 male and 7 female Indians, were reported.

Illiteracy.—There were 4,427 inhabitants of all races, 10 years old and over, unable to write, and of these, 1,424 were foreign-born.

Age and sex of illiterates.—Of the 3,411 white illiterates, 960 were from 10 to 15 years old, and of these, 572 were males and 388 females; 270 were from 15 to 21 years old, of whom 161 were males and 109 females; 2,181 were 21 years old and over, of whom 1,085 were males and 1,096 females. Of the 90 colored illiterates, 7 were from 10 to 15 years old; and of these, 3 were males and 4 females; 7 were from 15 to 21 years old, and of these, 4 were males and 3 females; 76 were 21 years old and over, of whom 48 were males and 28 females; 775 Chinese males and 33 females, also 39 male and 79 female Indians, were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 637, having 826 teachers, of whom 484 were males and 342 females, to educate their 32,593 pupils, of whom 16,753 were males and 15,840 females.

Amount and source of educational income.—The total income of all the educational institutions was \$248,022; of which \$24,500 were derived from endowment, \$135,778 from taxation and public funds, and \$87,744 from tuition and other sources.

Public schools.—The 594 public schools, with 703 teachers, 429 males and 274 females, were attended by 29,822 pupils, of whom 15,531 were males and 14,291 females. To educate these they had a total income of \$139,387, of which \$3,000 were derived from endowment, \$134,648 from taxation and public funds, and \$1,739 from tuition and other sources.

Colleges.—The 6 colleges, with 26 teachers, 16 males and 10 females, were attended by 739 pupils, of whom 420 were males and 319 females. They had a total income of \$25,650, of which \$14,900 were derived from endowment, \$170 from taxation and public funds, and \$10,580 from tuition and other sources.

Academies.—The 10 academies, with 31 teachers, of whom 16 were males and 15 females, had an attendance of 930 pupils, 507 males and 423 females, and a total income of \$21,313, of which \$600 were derived from endowment and \$20,713 from tuition and other sources.

Private schools.—The 22 day and boarding schools had 53 teachers, 10 males and 43 females, and were attended by 1,006 pupils, of whom 200 were males and 806 females. They had a total income of \$57,212, of which \$6,000 were derived from endowment and \$51,212 from tuition and other sources.

Libraries.—There were 166 public libraries, with 61,532 volumes, and 2,195 private libraries, with 273,427 volumes; making, in all, 2,361 libraries, containing 334,959 volumes.

The press.—The 35 periodicals had an aggregate circulation of 45,750 copies, and an aggregate annual issue of 3,657,300 copies.

Churches.—Of the 220 church organizations, 135 had edifices, with 39,425 sittings, and the church property was valued at \$471,100.

Pauperism.—Of the 81 paupers, 62 were native whites and 19 foreigners.

Crime.—Of 104 persons imprisoned June 1, 1870, 55 were native whites, 12 native colored, and 37 foreign-born. Eighty persons were convicted during the year.

Age and sex of population.—Of the total population, 29,400 were from 5 to 18 years old, of whom 15,035 were males and 14,365 females; 64,685 were 10 years old and over, of whom 39,861 were males and 24,824 females.

Occupations.—The number of persons of these ages engaged in various occupations was 30,651, of whom 29,968 were males and 683 females; 13,248 were engaged in agri-

cultural pursuits, of whom 13,232 were males and 16 females; 6,090 in personal and professional services, of whom 5,522 were males and 568 females; 2,619 in trade and transportation, of whom 2,611 were males and 8 females; 8,694 in manufactures and mechanical and mining industries, of whom 8,603 were males and 91 females.

Age and sex of working population.—Of the 30,651 employed persons, 458 were from 10 to 15 years old, of whom 417 were males and 41 females; 29,066 were from 16 to 59 years old, and of these, 28,439 were males and 627 females; 1,127 persons were 60 years old and over, of whom 1,112 were males and 15 females.

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About eighteen months ago the governor forbade the use of corporal punishment in the prison. The superintendent reports the successful working of this order, and says, "Notwithstanding we have some of the most troublesome and dangerous men the institution has ever known, the rules and regulations have never been better obeyed, or the discipline more perfect, than at present." The number of convicts is 96.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Oregon was the thirty-sixth State in population, having 90,923 inhabitants within an area of 95,274 square miles, an average of 0.95 persons to the square mile. This population consisted of 86,929 whites, 346 colored, 318 Indians, and 3,330 Chinese. Of these, 79,323 were natives of the United States and 11,600 were foreign-born. Of the native residents, 36,824 whites, 85 colored, 243 Indians, and 3 Chinese were born within its borders; while of the foreign residents, 1,875 were born in Germany, 1,344 in England, and 1,967 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 18,096 persons attended school, and of these, 134 were foreign-born. Of the 18,049 white scholars, 9,574 were males and 8,475 females. Of the 28 colored pupils, 20 were males and 8 were females. Seven male Chinese, also 5 male and 7 female Indians, were reported.

Illiteracy.—There were 4,427 inhabitants of all races, 10 years old and over, unable to write, and of these, 1,424 were foreign-born.

Age and sex of illiterates.—Of the 3,411 white illiterates, 960 were from 10 to 15 years old, and of these, 572 were males and 388 females; 270 were from 15 to 21 years old, of whom 161 were males and 109 females; 2,181 were 21 years old and over, of whom 1,085 were males and 1,096 females. Of the 90 colored illiterates, 7 were from 10 to 15 years old; and of these, 3 were males and 4 females; 7 were from 15 to 21 years old, and of these, 4 were males and 3 females; 76 were 21 years old and over, of whom 48 were males and 28 females; 775 Chinese males and 33 females, also 39 male and 79 female Indians, were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 637, having 826 teachers, of whom 484 were males and 342 females, to educate their 32,593 pupils, of whom 16,753 were males and 15,840 females.

Amount and source of educational income.—The total income of all the educational institutions was \$248,022; of which \$24,500 were derived from endowment, \$135,778 from taxation and public funds, and \$87,744 from tuition and other sources.

Public schools.—The 594 public schools, with 703 teachers, 429 males and 274 females, were attended by 29,822 pupils, of whom 15,531 were males and 14,291 females. To educate these they had a total income of \$139,367, of which \$3,000 were derived from endowment, \$134,648 from taxation and public funds, and \$1,739 from tuition and other sources.

Colleges.—The 6 colleges, with 26 teachers, 16 males and 10 females, were attended by 739 pupils, of whom 420 were males and 319 females. They had a total income of \$25,650, of which \$14,900 were derived from endowment, \$170 from taxation and public funds, and \$10,580 from tuition and other sources.

Academies.—The 10 academies, with 31 teachers, of whom 16 were males and 15 females, had an attendance of 930 pupils, 507 males and 423 females, and a total income of \$21,313, of which \$600 were derived from endowment and \$20,713 from tuition and other sources.

Private schools.—The 22 day and boarding schools had 53 teachers, 10 males and 43 females, and were attended by 1,006 pupils, of whom 200 were males and 806 females. They had a total income of \$57,212, of which \$6,000 were derived from endowment and \$51,212 from tuition and other sources.

Libraries.—There were 166 public libraries, with 61,532 volumes, and 2,195 private libraries, with 273,427 volumes; making, in all, 2,361 libraries, containing 334,959 volumes.

The press.—The 35 periodicals had an aggregate circulation of 45,750 copies, and an aggregate annual issue of 3,657,300 copies.

Churches.—Of the 220 church organizations, 135 had edifices, with 39,425 sittings, and the church property was valued at \$471,100.

Pauperism.—Of the 81 paupers, 62 were native whites and 19 foreigners.

Crime.—Of 104 persons imprisoned June 1, 1870, 55 were native whites, 12 native colored, and 37 foreign-born. Eighty persons were convicted during the year.

Age and sex of population.—Of the total population, 29,400 were from 5 to 18 years old, of whom 15,035 were males and 14,365 females; 64,685 were 10 years old and over, of whom 39,861 were males and 24,824 females.

Occupations.—The number of persons of these ages engaged in various occupations was 30,651, of whom 29,968 were males and 683 females; 13,248 were engaged in agri-

cultural pursuits, of whom 13,232 were males and 16 females; 6,090 in personal and professional services, of whom 5,522 were males and 568 females; 2,619 in trade and transportation, of whom 2,611 were males and 8 females; 8,694 in manufactures and mechanical and mining industries, of whom 8,603 were males and 91 females.

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PENNSYLVANIA.

[From report of Hon. J. P. Wickersham, superintendent of common schools, for the year ended June 3, 1872.]

SCHOOL FUND.

Pennsylvania has no school fund; the money she pays for education being entirely raised by voluntary taxation.

FINANCIAL STATEMENT.

The following statement shows the receipts and expenditures for the year, excluding Philadelphia:

Receipts.

From collectors, unseated lands, and all other sources, exclusive of State appropriations	\$5,120,267 77
From State appropriation for 1871.....	318,389 12
Total receipts.....	5,438,656 89

Expenditures.

Cost of instruction	\$3,221,121 78
Fuel and contingencies	863,738 96
Cost of school-houses, including renting, repairing, &c..	2,535,637 39
Total expenditures.....	6,620,498 13
Deficit.....	1,181,841 24

COMPARATIVE STATEMENT.

The following statement presents a comparison between the receipts and expenditures of 1871 and 1872:

Whole amount of tax levied and State appropriation, 1872.....	\$5,879,024 69
Whole amount of tax levied and State appropriation, 1871.....	5,516,801 73
Increase in 1872.....	362,222 96
Total expenditures of the system for tuition, building purposes, and contingencies, in 1872.....	\$6,620,498 13
Total in 1871.....	6,988,838 75
Decrease in 1872.....	368,390 62

EDUCATIONAL PROGRESS.

The following table shows the educational growth in the past eight years:

Year.	Graded schools.	Superintendents.	Average salary of male teachers per month.	Average salary of female teachers per month.	Cost of tuition.	Cost of school-houses.	Total cost, including all expenses.	Number of teachers who attended county institutes.
1865.....	1,743	65	\$31 82	\$24 21	\$2,515,523 63	\$465,088 08	\$3,614,238 55	2 755
1866.....	2,800	66	34 34	26 31	2,748,795 08	725,000 00	4,195,258 57	3 704
1867.....	3,225	68	35 87	27 51	3,028,065 70	1,262,798 68	5,160,750 17	3 944
1868.....	3,362	75	37 23	28 76	3,273,269 43	1,991,152 55	6,200,539 96	10 268
1869.....	3,425	76	39 00	30 52	3,500,704 26	2,455,847 71	6,986,148 92	11 381
1870.....	3,872	79	40 66	32 39	3,745,415 81	2,765,644 34	7,791,761 90	11 210
1871.....	4,634	81	41 04	32 86	3,926,529 28	3,386,263 51	8,589,918 33	11 290
1872.....	4,998	85	41 71	34 60	4,104,273 53	3,864,113 35	8,345,073 78	11 623

GENERAL STATISTICS.

The condition of the school system for the year 1872, in comparison with its condition for the year 1871, including Philadelphia, is shown in the following figures :

Whole number of schools in 1872.....	15,999
Whole number of schools in 1871.....	15,700
Increase in 1872.....	299
Whole number of teachers in 1872.....	18,368
Whole number of teachers in 1871.....	18,021
Increase in 1872.....	347
Whole number of pupils registered in 1872.....	834,313
Whole number of pupils registered in 1871.....	834,614
Decrease in 1872.....	301
Average attendance of pupils in 1872.....	536,221
Average attendance of pupils in 1871.....	567,188
Decrease in 1872.....	30,967

The following are the statistics for the year 1872, excluding Philadelphia:

Whole number of schools.....	14,415
Whole number of pupils.....	699,802
Average attendance of pupils.....	464,127
Percentage of attendance.....	66
Average length of school term.....	6 months.
Average cost of tuition per month for each pupil.....	99 cents.
Whole number of male teachers.....	7,674
Whole number of female teachers.....	9,110
Average salaries of male teachers per month.....	\$40 55
Average salaries of female teachers per month.....	\$31 96
Average number of mills on the dollar, school tax.....	7.27
Average number of mills on the dollar, building tax.....	5.06
Amount of tax levied.....	\$5,229,024 69
Amount of tax levied and State appropriation.....	\$5,879,024 69
Total amount of State appropriation paid to all the State normal schools.....	\$284,815 28

EXPENDITURE FOR THE CORNPLANTER INDIANS.

Amount of appropriation for 1872.....	\$300, 00
Paid for four months' teaching.....	\$100 00
Paid for school articles, books, apparatus, &c.....	16 40
Paid for fencing and repairs.....	93 60
Paid for two months' teaching.....	90 00
Total.....	300 00

TEACHERS' INSTITUTES.

The entire number of institutes held throughout the year was seventy. These had in all a continuance of four hundred and forty-one days. The attendance of actual members was 11,625; of honorary members, 898; of spectators, 28,655. The institutes were instructed by 431 lecturers and 236 essayists, the cost to the several counties being \$12,150.18, to the members \$4,812.03. Money was received from other sources to the amount of \$4,932.97. Of the money received, \$1,750.71 remain on hand.

TECHNICAL EDUCATION.

Mr. Wickersham, State superintendent of common schools, calls attention to the great need of technical schools throughout the State. He says: "We have our Franklin Institute, School of Design, and Polytechnic College, in Philadelphia, and our State Agricultural College. This is about all; and yet Pennsylvania has 4,000,000 people, and there is no better field on the broad earth for the display of high art. To our shame be it

said that the great body of our skilled artisans are foreigners. We should furnish them for ourselves." And again: "It is fearful to think how much time is lost in our towns and villages. The average Pennsylvania village has no public place better for spending the time of a leisure evening, or a holiday, than the store, the saloon, the tavern, or the street-corner. Education should not end with school-days. We want schools for men and women. We need all our three score and ten years well improved to become the full-grown men and women God intended us to be."

BUILDING SCHOOL-HOUSES.

The vast and steady increase in the money appropriated to building school-houses in the past five years has been truly wonderful.

Much money has been loaned, and many school districts are now heavily in debt; but this is inevitable under the law that limits the amount of tax that can be levied for building purposes. Nearly all the boards that have gone into debt have provided a sinking fund, and propose to make annual reductions in the amount owed by their districts. The falling off in the amount expended for school-houses during the last year is owing to the passage of the law of 1871, authorizing the several courts of common pleas of the commonwealth to grant school directors power to borrow money to build school-houses. The feature of the law most objectionable is that which requires directors "to produce to the court the consent, in writing, of a majority in number of the qualified electors" of their respective districts.

LENGTH OF SCHOOL TERM.

The minimum term fixed by law for the schools to be kept open was, up to 1854, three months; in that year it was made four months, and the last legislature enacted a law making it five months. All districts must now keep open their schools at least five months in the year, or lose their State appropriation.

NEED OF EDUCATIONAL REFORM.

The suggestions made by Mr. Wickersham to the "convention to revise the State constitution" represent the improvements needed in the constitutional provisions relating to education. The principal suggestions are that the arts and sciences shall be promoted in the several colleges of the State and other higher institutions of learning and schools of art; that normal schools shall be encouraged by appropriate legislation; that the general assembly shall provide ways of preventing truant, vagrant, and neglected children from growing up in ignorance; that a department of public instruction shall be organized, comprehensive enough to embrace all the school interests of the State; and that a State educational fund shall be provided by law.

ORPHAN SCHOOLS.

By an act of the legislature the control of the schools for soldiers' orphans came into the hands of the superintendent of common schools June, 1871. He immediately directed orders to be issued for the admission into school of all children above the age of 8 years, amounting in all to nearly 500, whose applications were on file in the department, and also established the rule that, in future, all children legally eligible as soldiers' orphans should at once be admitted into school, upon making proper application to that effect. This action increased the number of orphans in these schools to 4,235 during the year, and left, after all the discharges were made, 3,527 in them on the 31st of May.

The actual number of children in school and the average number drawing money from the State were greater during the past year than during any other year since the system of orphan schools went into operation. During the winter the legislature, at the suggestion of Mr. Wickersham, removed the restriction that kept from school children under 8 years of age, and all soldiers' orphans, from before January 1, 1866, who have asked to be admitted into the schools, have been allowed the privilege.

Much of the history of the orphan schools is condensed in the following statement:

Number of institutions in which there are soldiers' orphans	37
Number of orphans in schools and homes May 31, 1872	3, 527
Number of orders issued from May 31, 1872, to October 1, 1872	880
Number of discharges issued from May 31, 1872, to October 1, 1872	847
Number of orphans in charge of the State, October 1, 1872	3, 482
Number of orders of admission issued since system went into operation	7, 218
Number of applications now on file	None.
Probable number of orphans that will be cared for under the system	7, 000
Cost of the system for the past year	\$475, 245 47
Whole cost of the system since going into operation	\$3, 467, 543 81
Probable amount of future appropriations that will be needed	\$1, 500, 000 00

Financial statement.

State appropriation		\$520,000 00
Unexpended balance for 1871		10,962 34
Amount accruing from loans		8,400 00
Total		539,362 34
Expended for education, maintenance, and clothing	\$467,260 52	
Expenses of department	7,984 95	
Deficit of 1870 paid	38,685 15	
Total		513,930 62
Balance in treasury to the credit of the department		<u>25,431 72</u>

NORMAL SCHOOLS.

The whole number of normal schools in operation in the State is six, and buildings are in course of erection for four others. The law of 1857 contemplates the establishment of twelve such schools, and from present appearances that number will be supplied within a few years.

The report urges upon the State the importance of adopting and adhering to some broad general principles, by which the appropriations to these schools shall be equalized. The normal-school policy of Pennsylvania has differed from that of other States, in that the people have had more, and the State less, control in their management. The tendency of this policy has been to make the administration of the schools narrow and more disposed to seek private than public ends.

To make this administration broader, to give it a greater degree of public confidence, and to unite more closely the private and public interests represented in the schools, the legislature at its last session authorized the State superintendent of common schools, with the consent of the normal-school associations, to appoint two trustees to represent the State in the boards of trustees of the several normal schools.

The six normal schools already in operation have had since their organization 15,052 students, of whom 2,453 attended the past year; have graduated 575, of whom 59 graduated the past year. Four hundred and forty-one students have received State aid as graduates, and 1,049 as undergraduates. The normal schools had, during the past year, 74 professors and teachers. The aggregate number of volumes in their libraries is 9,956.

PHILADELPHIA.

CENTRAL HIGH SCHOOL.

The attendance at this school continues steadily to increase, the average for 1871 being the unprecedented number of 575.42. It is now, however, near its limit, unless enlarged provision be made for the reception of students by the erection of a new building. The growth of the school continues to be, where it is most desired, in the middle and higher classes, which proves conclusively that the full course of study is growing in favor. The demand among business men for its graduates continues in excess of the supply, and affords a gratifying indication of the good results of the methods of teaching pursued. What has been done in little more than a generation is but an earnest of what may be looked for in the future.

THE NORMAL SCHOOL.

This school completed in December, 1871, its forty-seventh term. Since its organization, 3,401 pupils have been enrolled; of that number 1,324 have graduated, and 1,916 have been appointed as teachers. The average attendance last year was more than 97 per cent. Of those who graduated this year, each one received a certificate of qualification to teach. It is recommended that there be established, in connection with the normal school, a school of practice, and that this include a kindergarten, in order to secure teachers well trained in object-teaching, thus making our primary departments schools of art.

PUBLIC NIGHT SCHOOLS.

The number of these schools has this year been increased, so that ample accommodations are provided for all adults seeking instruction. Care has been taken to place these schools in the manufacturing districts of the city, where they are especially needed. They are conducted with skill and success, and have an aggregate attendance of 6,353.

NIGHT SCHOOL FOR ARTISANS.

This school continues its useful and successful career. Almost every workshop is represented, and the lectures are listened to with the same degree of interest as in former seasons. The beneficial results which these night schools are working out in educating so many middle-aged, and even old men, and the manner in which they are absorbing the old fire department and gathering in so many whose evenings were spent in the engine-houses, are hopeful signs that the morals of the rising generation will be purified and society greatly benefited by the institution of these schools.

READING.

PUBLIC SCHOOLS.

This is the first report of the Reading public schools since 1862. During that period the enrollment of the schools has increased from 4,012 to 5,852, or very nearly 46 per cent.; the teaching force has increased from 80 to 112, (not including the normal-school teachers,) or 40 per cent.; the average number of pupils for each teacher, which was then 50, is now 52; and the cost of teaching has increased nearly 71 per cent.

Until three years ago, the school accommodations were entirely insufficient. Since then four new buildings have been erected, and an extension added to the high-school building. Over \$80,000 have been spent for building purposes within two years. The school property is valued at \$300,000. The whole number of sittings is 5,239.

FEMALE PRINCIPALS.

Six years ago a change was made in the management of the grammar schools, by the substitution of female for male principals. This change was made in the face of great opposition. The experiment, however, has worked well, and the schools give general satisfaction.

HIGH SCHOOL.

The high school, which was organized in 1852 with 1 teacher and 35 pupils, has grown until its pupils number over 200, with 8 teachers. The greatest opposition was manifested when the male and female high schools were united in 1859, but this soon died out before the successful working of the system.

THE NORMAL SCHOOL.

Attention is called to the want of interest manifested by the teachers in the normal school. This is considered to be in great measure owing to the fact of their being required to prepare lessons which have nothing to do with what they need, namely, practical knowledge of the best methods of instruction. It is suggested that if lectures were substituted for lessons, the interest would be greater, and more good would be accomplished. Under the existing regulations of the normal school, each member is required to attain a fixed standard, to procure a renewal of the superintendent's certificate, without examination.

The establishment of night schools was agreed upon last year, but was postponed from financial considerations.

ALLEGHENY.

CONDITION OF SCHOOLS.

The committee of inspection report the schools in a generally satisfactory condition. The study of drawing was introduced into the schools about two years ago, but its success thus far has been but partial, owing to the inability of most of the teachers to give adequate instruction. It is strongly recommended that a special teacher be appointed for this branch. The study of chemistry has been introduced into the higher grades during the year with great success. The committee deem it essential that it should be taught, so far as practicable, in all the grades.

It is earnestly recommended that some means be adopted to retain the services of experienced teachers, many of whom are seeking more remunerative employment elsewhere, while their places are filled with comparatively inexperienced teachers.

EVENING SCHOOLS.

Evening schools were maintained during three months, with an enrollment of 931 and an average attendance of 412. The cost of these schools, per pupil, on total enrollment, is \$25.72. The average cost per month of each pupil in the day schools is \$1.

The committee on colored schools report them fully equal to any of the others.

SCHOOL FOR MUTES.

The mute school has 36 pupils enrolled. Their progress is in the highest degree satisfactory, and the teachers, one of them a mute, are indefatigable in their efforts.

UNIVERSITY OF PENNSYLVANIA.

The trustees of this institution, desirous fully to meet the needs of the times, have recently established a new department of the university, to be known as the department of science. Different departments have been heretofore established as the exigencies of the times seemed to demand them. The department of arts was established in 1755, that of medicine in 1765, that of law in 1789, that of the auxiliary faculty of medicine in 1864.

The government and instruction of the students in the department of science will be in charge of a distinct faculty, under the general supervision of the provost and board of trustees. Charles J. Stillé, LL.D., is provost of the university, and J. Peter Lesley, A. M., is dean of the faculty.

The course will extend through four years. The first two years will be devoted to a thorough training in the preparatory and elementary mathematics, chemistry, &c., English studies, modern languages, and mechanical drawing. At the close of these two years the student will select one of four parallel courses, to which, during the remainder of the course, his attention will be confined. These courses are: 1. Analytical and applied chemistry and mineralogy; 2. Geology and mining; 3. Civil engineering; 4. Mechanical engineering.

A new building, 260 feet front by over 100 feet in depth, and of most extensive and convenient arrangements, erected by the trustees for the accommodation of the department of arts and of science, was opened for the reception of students in September, 1872. The formal inauguration of the building took place October 11, 1872.

The provost, in his address, congratulated the faculties and trustees upon the fact that "we have here, at last, a true university, complete in all its parts, in which men may receive, in all the various departments of human knowledge, that training and liberal culture which shall fit them to be the leaders and guides of their fellow-men."

MEMORIAL WINDOWS.

Hon. James R. Ludlow made the presentation of the memorial windows, and in doing so sketched briefly the history of the university. The Franklin memorial window is the gift of the alumni of the institution, in honor of the founder of the college of Philadelphia. In 1749, by the direct efforts of Benjamin Franklin, his friends subscribed £800 for the endowment of an academy. The building then used stood until very recently, and in its place the present structure was built. In 1755 a charter was granted for the college. This institution was the sixth in order of age of the colleges in the United States. Franklin was a trustee until the time of his death, and the early record-books remain in his handwriting as secretary of the college.

Another memorial window is in honor of the Penn family, to whom the college is much indebted. Thomas Penn, a son of William, contributed £4,500 in money, and 2,500 acres of land in Bucks County, Pennsylvania. Other officers of the college are also commemorated: Ebenezer Kimersley, whose name is familiar to scientific men of Europe; David Rittenhouse, mechanic and astronomer, of whom Jefferson said, "the world has but one Rittenhouse, and it never had one before;" Rev. John Ewing, first provost of the university; the Pattersons, father and son, both of whom held the office of vice-provost; Bishop De Lancey; Alexander Dallas Bache, upon whom three universities conferred the degree of LL.D.; Henry Reed, LL.D., who was lost on the steamer Arctic six months after his election to the office of vice-provost, and others.

COST OF UNIVERSITY EQUIPMENTS.

The chairman of the building committee stated that the cost of the building, exclusive of special fittings for laboratories, museums, &c., and the furniture, was \$235,910. Professor Lesley, in the course of his address, remarked that it would need \$100,000 to supplement the present equipment with a working laboratory and complete museums, and to endow chairs to make the faculty complete.

AGRICULTURAL COLLEGE.

The president of the agricultural college, Dr. James Calder, submits the suggestion that such recognition of the college be made by the department of common schools as will bring it into fuller co-operation in the State's noble work of popular education, and that some provision be made by which at least a few of the meritorious graduates of the schools may be enabled to avail themselves of the advantages provided by the combined bounty of the National and State Governments.

He adds: "To the graduates of the schools under control of the department, and to all the students sent to us by the State, admission will be granted at any time to classes which their members may be qualified to enter; and to them our charges, already quite low, will be further reduced. The charge for the full college year of forty weeks will be \$200, which will include all expenses of board and tuition."

The college property consists of a tract of 400 acres, of which 100 have been set off as a model and experimental farm, and worked separately from the main college farm.

Unusual facilities are offered for the study of chemical analysis.

Students who have conscientious scruples against bearing arms are exempted from military drill, but will be required to work three hours each week.

Until September, 1871, no provision was made for lady students. At that time it was decided to admit them, and ladies are now admitted to the same course of study as gentlemen, are subject to the same rules, and receive the same degree.

Dr. Calder suggests the appointment of a committee by the legislature to act in conjunction with the board of trustees of the college in originating some practical plan for effecting a union between the agricultural college and the schools controlled by the State.

WESTERN UNIVERSITY OF PENNSYLVANIA.

The university comprises an academical department, a scientific department, a department of civil and mechanical engineering, a law department, and a preparatory department. The collegiate course extends over a period of four years; the scientific, three.

WASHINGTON AND JEFFERSON COLLEGE.

Two full four-year courses are now organized in the college, and it is the plan of the trustees to enlarge and perfect these, and add others as the demands of the public may require and the resources at command will justify. The study of Greek and Latin in the classical course is made elective after the sophomore year. A preparatory department is connected with the college. The report states that a professorship of agriculture and correlative branches would be filled by the opening of the next college year.

DICKINSON COLLEGE.

The principle of elective courses is carried out as far as the college resources permit. A scientific department and law department have been established during the last three years; also, a biblical course for students preparing for the ministry.

PENNSYLVANIA COLLEGE.

The course of study occupies four years. The department of physical and natural sciences has been thoroughly reorganized, and now offers superior advantages for the study of these branches. The study of the German language is made a part of the regular college course. A preparatory department is connected with the college. The number of under-graduates is 92.

SAINT VINCENT'S COLLEGE.

There are three courses of study—ecclesiastical, classical, and commercial—besides an elementary school. This institution is under the care of the Roman Catholic Church.

MERCERSBURGH COLLEGE.

This college is conducted in the interests and under the care of the Reformed Church. A preparatory department is connected with it. The collegiate course extends over a period of four years; the preparatory, three.

MÜHLENBERG COLLEGE.

This institution embraces two departments—collegiate and academic. The collegiate course occupies four years; the preparatory, three. Arrangements are made for special studies.

VILLANOVA COLLEGE.

This institution was founded by the Augustine Fathers, and incorporated in 1848. It embraces two departments—collegiate and preparatory. The collegiate course extends through four years; the preparatory, three. Scientific and commercial courses have been established.

URBINUS COLLEGE.

This college was named in honor of Ursinus, the renowned German theologian. It embraces collegiate and academic departments; also a theological course.

PENNSYLVANIA MILITARY ACADEMY.

The mathematical and scientific courses are the same as at West Point; the classical department offers a full collegiate course. The institution is under strict military rule.

LUTHERAN MISSIONARY INSTITUTE.

This institute embraces three departments—preparatory, collegiate, and theological.

NAZARETH HALL.

The method of instruction is the same as that usually pursued in Moravian schools.

PITTSBURGH FEMALE COLLEGE.

This institution is incorporated with collegiate powers and privileges by the legislature of the State. It embraces a collegiate and a preparatory department, and a department of music and drawing.

UNIVERSITY FEMALE INSTITUTE.

The regular course occupies three years. There is also a preparatory department, and a department of music and drawing.

COTTAGE HILL COLLEGE.

This institution, for the education of young ladies, was chartered in 1868 with full collegiate powers. It embraces a collegiate department, a scientific course, and a preparatory department. There were 5 graduates in 1872.

SCHOOL OF DESIGN FOR WOMEN.

This institution, located at Philadelphia, has for its object the systematic training of women in a knowledge of the principles and practice of the art of design, and their qualification for the practical application of art to the common uses of daily life. The school is divided into three distinct branches of study: Class A, ornament; class B, landscape; class C, human figure; each with its subdivisions and sections. The course lasts from two and a half to four and a half years, according to the industry of the student. The fee is \$20 per session of five months, except in the industrial classes, where tuition is free. The attempt has never been made to render the school self-sustaining, as that involves the necessity of raising the tuition fee to an amount that would impair the usefulness of the institution and tend to defeat its object. Therefore, subscriptions and donations are necessary to assist in meeting expenses.

THE ACADEMY OF NATURAL SCIENCES.

The Academy of Natural Sciences in Philadelphia was founded by a few gentlemen who associated together with a view to mutual instruction and research in natural history.

At first they met weekly at their own homes, in turn; then in rented rooms. In 1826 a hall was purchased, and the present edifice was built in 1840. The society was founded March 21, 1812, and incorporated by an act of the legislature of Pennsylvania, approved March 24, 1817, as a "Society in Philadelphia for the encouragement and cultivation of the sciences, by the name of the 'Academy of Natural Sciences in Philadelphia.'"

With the exception of exemption of its hall from taxation, the society has received no aid from the treasury of the State, nor from that of the municipal government. It derives support exclusively from the semi-annual contributions of its members, and donations from individuals.

Its museum now contains about 400,000 specimens, many of them typical, and some of them unique. They are classed as follows:

Minerals.....	6,000	Reptiles, (species).....	813
Rocks.....	700	Fishes, (species).....	1,170
Vegetable fossils.....	2,000	Birds, (specimens).....	31,000
Invertebrate fossils.....	25,000	Birds' eggs, (specimens).....	5,000
Vertebrate fossils.....	5,000	Birds' nests, (species).....	200
Unarranged.....	33,000	Mammals, (specimens).....	1,000
Botany, (species).....	100,000	Osteology, (skeletons and pieces).....	876
Zoophytes.....	1,000	Human crania.....	1,300
Crustaceans.....	2,000	Mummies.....	41
Myriapods and Arachnida.....	500	Microscopes.....	5
Insects, (species).....	25,000	Microscopic specimens.....	225
Shells, (species).....	20,000	Chemical apparatus, (pieces).....	1,500

Each species is represented by five or six specimens.

During nearly a half century the museum has been opened gratuitously to the public two afternoons every week. The number of visitors became so large—as many as three or four thousand crowding into its saloons every afternoon—that few, if any of them, were able to obtain a satisfactory view of anything. The movements of crowds gave rise to clouds of dust, which penetrated the cases and obscured the specimens. To obviate this, and to guard the collections against damage from dust and breakage of glass, an admission fee of ten cents has been charged since June, 1870. Classes from schools, accompanied by their teachers, are freely admitted. Artists and students from the school of design occasionally resort to the museum and library for aid in the exercise of their beautiful art.

The library, which is maintained for reference exclusively, and is free to all applicants, contains 23,000 volumes.

The society has published eight octavo and seven quarto volumes, entitled "Journal of the Academy of Natural Sciences in Philadelphia," and twenty-four octavo volumes entitled "Proceedings of the Academy of Natural Sciences in Philadelphia." These volumes average 400 pages each. By means of its publications the academy is in correspondence with two hundred kindred societies in different parts of the world.

Through the Jessup fund, held in trust for the purpose, the academy enables young persons to qualify themselves to engage in original researches in natural science.

The income from all sources during the year 1872 was \$6,600, and the expenditures about the same amount. This may be assumed as about the average annual cost of conducting the institution.

MORAVIAN SEMINARY FOR YOUNG LADIES.

This institution was founded in 1749 as a church boarding-school; and in 1785 was reorganized with power to receive pupils from other denominations. Under the Moravian system, no degrees or diplomas are conferred, but certificates of character and scholarship are furnished.

ALLENTOWN FEMALE COLLEGE.

This college is conducted under the auspices of the Reformed Church. It embraces three departments—primary, academic, and collegiate.

HOLLIDAYSBURGH SEMINARY.

This institution is for the instruction of young ladies. The full course occupies four years.

BROOKE HALL FEMALE SEMINARY.

This institution was organized under the auspices of Bishop Potter, of Pennsylvania. The course of study embraces classical, literary, and scientific departments. There is also a department of music and art.

WILSON COLLEGE.

This is an institution for the education of young ladies. Its charter gives full collegiate power and privileges. Special advantages are offered in the department of music and fine arts.

SWARTHMORE COLLEGE.

This institution is under the care of the society of Friends. The college embraces a collegiate department, a scientific department, and a preparatory school, and is open to both sexes.

WESTMINSTER COLLEGE.

This institution is under the care of the Presbyterian Church, and is open to both sexes. It embraces three departments—collegiate, scientific, and preparatory.

LEBANON VALLEY COLLEGE.

This college is open to both sexes, and embraces a classical department, a ladies' department, a scientific department, and a commercial department.

THEOLOGICAL SEMINARY OF THE EVANGELICAL LUTHERAN CHURCH.

The course of study extends through three years. The doctrinal system taught is that of the Lutheran Church. The number of graduates in 1872 was 9.

THEOLOGICAL SEMINARY, GETTYSBURGH.

This institution is conducted in the interests and under the care of the Evangelical Lutheran Church, though students of all Christian denominations are received. The course of study occupies three years. There were 11 graduates in 1871.

JEFFERSON MEDICAL COLLEGE.

The graduates of this college in 1872 numbered 114. Total number of graduates since organization, 6,952. Philadelphia offers superior facilities for clinical instruction, which is given at the various hospitals throughout the year.

PENNSYLVANIA COLLEGE OF DENTAL SURGERY.

The museum of this college is not surpassed by any dental museum in the country; and the faculty consider that "the facilities afforded for the acquisition of a complete theoretical and practical dental education stand unrivaled." The number of graduates last year was 29.

PHILADELPHIA DENTAL COLLEGE.

Candidates for graduation "must have had two years' private tuition, and have attended two full courses of lectures in a dental or medical college, one of which shall have been in this institution." Degrees are otherwise conferred under certain conditions. The number of graduates in 1872 was 32.

PENNSYLVANIA INSTITUTION FOR THE DEAF AND DUMB.

The report for 1871 states that "at no time since the foundation of the institution was the number of pupils as large as it is at present."

An earnest effort was made by the directors to ascertain the number of deaf-mutes in the city of Philadelphia between the ages of 6 and 12 years, with the design of establishing one or more day schools. Every leading paper in the city called attention to the subject, and requested the parents of such children to communicate with the directors. Only four communications were received.

The success thus far in teaching articulation has been sufficiently encouraging to lead to the recommendation that this be made a permanent feature of the institution. The number in this class is 25.

Shoemaking and tailoring are the trades taught. The directors have not thought it advisable to introduce any others. Sixty-nine boys have been employed at these trades with satisfactory results during the year.

Pupils are not received under 10 years of age. The term allowed in the institution is six years. Of the 49 pupils dismissed during the year 30 had completed the full term.

In February, 1871, the institution celebrated its semi-centennial anniversary. More than 300 persons educated in the institution assembled on this occasion.

PENNSYLVANIA INSTITUTION FOR THE INSTRUCTION OF THE BLIND.

The number of blind persons in the institution December, 1871, including assistant teachers and inmates of the "industrial home," was 183, of whom 103 are males and 80 females. Of this number 28 (including 18 in the home) support themselves wholly or in part as instructors, or in the industrial department; 3 are paying pupils in full; 7

in part. Over 50 of the former pupils of this institution have been, or are now, engaged as instructors in literature or music.

The branches of instruction have been generally the same as taught for several years past. The manufacturing department is, as usual, in vigorous operation. The principal remarks that, "as so large a number of the blind must hereafter depend upon the work of their hands in skilled labor, this part of their education can hardly be over-estimated. The three departments of literature, music, and mechanical training are co-essential, and should be so considered in the organization of every institution for the blind." A number of the females learn cane-seating, and to operate on sewing-machines. The principal refers to the need of some provision in the shape of workshops for the blind, after their separation from the institution, and quotes the example of the London Association for Promoting the General Welfare of the Blind.

Reference is made in the report to the style of printing for the blind, which unites the capitals with the Boston system. The advantages claimed for the "combined system" are admitted, but the objection is made that it obliges the finger to distinguish 52 letters instead of 26, and defeats the hope of a simple, uniform print for adoption throughout this country.

The accommodations for pupils are entirely occupied and insufficient for all the purposes of instruction. Many applicants are still waiting admission. It is many years since any material additions were made to the buildings, and in that time the blind population has nearly doubled.

HOUSE OF REFUGE.

The board of managers make their forty-fourth annual report. On the 1st of January, 1871, there were in the white department 408 inmates; in the colored department, 139; total, 547. Received during the year, 263 whites and 53 colored. Discharged during the same period, 268 white and 73 colored. Remaining, January 1, 1872, in the white department, 337 boys and 66 girls; total, 403; and in the colored department, 81 boys and 38 girls; total, 119. Whole number white and colored, 522. Average age in the white department, boys 14½ years, girls 15 years; in the colored department, boys 12½ years, girls 13½ years.

Letters received from persons to whom former inmates have been indentured show that the reformation in many cases is assured. The managers consider that "the success that has attended these reformatory schools has amply repaid all the expense and anxiety attendant on their management." The subject of having a school-ship, similar to those in Massachusetts, has been presented to the board, but no action has been taken. It is regarded as a subject of much importance and will be carefully considered.

JOHN SMITH RICHARDS.—OBITUARY.

John Smith Richards died in Reading, August 26, 1872.

He was born in Robeson Township, Berks County, February 8, 1815; enjoyed but meager advantages for schooling, the highest and last opportunity being a year at the old Reading Academy, at the age of 15. But from his childhood he was a diligent reader, and by keeping a daily record of his boyish occupations he learned to use the pen. While tending store and serving as clerk at the iron-works, he studied algebra and geometry without a tutor; studied Latin and law, and was admitted to the bar at the age of 22.

The practice of writing for the newspapers, which he commenced in his boyhood, was continued through life; and for seven years (1838-'45) he edited the Berks and Schuylkill Journal. He was prominent as a lawyer and politician; took a leading part in the temperance movement; and was specially distinguished as the friend of education.

Says the Journal: "Not for half a century or more has any one passed away in Reading who was so widely useful in his day, or whose works will have so marked an influence for good on the rising generations. He was the father of the public-school system in our city, and the leader in every educational, literary, and progressive enterprise."

For twenty-five years he had been closely identified with the schools of Reading; and at a time when the system of popular education met with the most powerful opposition, he stood side by side, in its defense, with such men as Thomas H. Burrows and Thaddeus Stevens. May the youth who enjoy the benefits of his labors emulate his diligence in the improvement of their greater opportunities.

WILLIAM J. HAMILTON.—OBITUARY.

Lieutenant William J. Hamilton died at his home in Bristol, February, 1872. For a short time he was assistant professor of mathematics and military tactics in Cornell University, and won the respect of all who knew him there by thoroughness in instruction and gentlemanly bearing.

WILLIAM HENRY HUNTER.—OBITUARY.

William Henry Hunter, A. M., principal of the Vaughan grammar school, Philadelphia, died July 5, 1872.

He was born in Columbia, Lancaster County, April 12, 1824; entered the Central High School, Philadelphia, January, 1840; graduated December, 1843; adopted teaching as his profession, and was several years preceptor of the academy at Leesburgh, Virginia; returning to Philadelphia, he was elected principal of the public school in Roxborough; in March, 1851, he became principal of the Vaughan grammar school, which position he filled with marked energy and skill till his death.

"Formed by nature for a teacher, and liberally educated for the profession, he carried into the workings of his every-day life the patient investigation, thorough analysis, and attractive power of illustration which rendered him so successful in his art, and which has placed his name in the foremost rank of the public instructors of his day." He fitted about four hundred pupils for the high school, and was "one of the most faithful, energetic, and successful teachers of our city."

JOHN G. MOORE.—OBITUARY.

John G. Moore, principal of Hallowell Seminary, died of consumption at his residence in Philadelphia, April 18, 1872.

He was born in Chester County, February 2, 1834, and followed teaching from his youth; was among the first who entered the normal school at Millersville, where he graduated with high honor in 1858; married Miss E. McV. Budd, a teacher in the school, and settled in Philadelphia as first assistant in the Friends' High School; after some ten years, became principal, in connection with Mr. George Eastburn, of Hallowell Seminary, which was in a highly flourishing condition at the time of his death.

Mr. Moore was one of the most regular and valued contributors to the Pennsylvania School Journal; a skillful teacher, but excelled pre-eminently as a lecturer on scientific subjects. "He forgot himself in the interests of science, and toward the close of his life seemed willing to barter all his remaining strength for a new fact or a new truth."

SAMUEL HENRY DICKSON.—OBITUARY.

Samuel Henry Dickson, M. D., LL. D., professor of the practice of medicine in Jefferson Medical College, died of abdominal tumor, in Philadelphia, March 31, 1872. He was born in Charleston, South Carolina, of Scotch-Irish parents, September 20, 1798; graduated at Yale College 1814; studied medicine with Dr. Prioleau, of Charleston, and graduated Doctor of Medicine at the University of Pennsylvania 1819; took charge of the yellow fever and marine hospitals in Charleston; commenced lecturing in 1822; founded the State Medical College, in which he occupied the chair of institutes and practice of medicine, 1824; was called to the same position in the University of New York 1847; returned to medical college of South Carolina, where he received an ovation from the citizens of Charleston, 1850; resigned in 1858 to accept the position in Jefferson Medical College which he occupied until his death.

Dr. Dickson stood in the front rank of his profession. He was an acute philosophical thinker, and an accomplished writer. Prominent among his published works are "Elements of Medicine," "Essays on Life, Sleep, Pain, and Death," and "Studies in Pathology and Therapeutics."

As a man he was cheerful, genial, friendly to all, of poetical temperament and the most courteous manners.

ANN PRESTON.—OBITUARY.

Ann Preston, M. D., dean and professor of physiology and hygiene in the Woman's Medical College of Pennsylvania, died of heart disease April 19, 1872.

She was born in Chester County, Pennsylvania, 1813, and was one of the earliest graduates of the Woman's Medical College of Pennsylvania. No other individual has been more thoroughly identified with that institution, or done so much toward its permanent establishment and improvement. Probably no woman in this country, certainly none in Philadelphia, has done so much toward securing for woman the advantage of thorough medical education, and the privilege of practicing that profession.

In personal character Miss Preston was one of the gentlest of women, attaching to herself all around her with warm affection. Her lectures were characterized by excellent judgment, industrious research, and admirable clearness of expression.

As a writer she displayed uncommon power on several important occasions, especially in controversies growing out of the prejudice among medical men against the entrance of women into the profession. Calm, refined, and dignified, while thoroughly earnest in her convictions, some of her communications to the press on this subject were models of controversial writing, and to none of them was there ever sent an effectual reply.

JOHN F. FRASER.—OBITUARY.

John F. Fraser, LL. D., died at Philadelphia October 12, 1872. Professor Fraser had filled the chair of physical science in the University of Pennsylvania with signal ability for nearly thirty years. Upon the day after the proceedings at the dedication of the new building devoted to the arts and sciences, he was stricken down with heart disease while entering his own room at that building.

At a meeting of the faculty, Professor Allen, LL. D., one of his co-laborers, spoke of the deceased in the following feeling terms:

"Our deceased colleague," he said, "was undoubtedly one of those men whom we spontaneously recognize as unique. With the liveliest animal spirits, with the keenest enjoyment at the same time of out-of-door activity and of elegant society, he was always, even at the gayest period of his life, an enthusiastic and systematic student. His mind was quick in its action and penetrative beyond example. No man ever mastered a subject more rapidly, or could explain it more clearly or gracefully to others. He had received the most thorough classical training under my learned predecessor, the venerable Dr. Wylie, and did not merely keep up but constantly extended his acquaintance with the Greek and Latin authors. In some departments of French literature he was also a master. As a professor no man ever performed his duties with more alacrity and energy, or with more perfect command of his subjects. His lectures were models. To his colleagues he was a delightful companion and a friend ever ready to oblige. He was one of those who attract and charm by an irresistible fascination. While brilliant in society and chivalrous in his deportment toward women, he attached to himself, in the bonds of solid friendship, many whose acquaintance it was an honor to possess. These he never neglected or forgot, and they will never cease to cherish his memory."

PENNSYLVANIA STATE TEACHERS' ASSOCIATION.

The nineteenth annual sessions of this association were held at the Academy of Music in Philadelphia, on the 20th, 21st, and 22d of August, 1872. The number of names enrolled was nearly eleven hundred—more than had ever attended a previous meeting. The local arrangements for the meeting were very elaborate. But two sessions were held each day, leaving the afternoons for excursions. Of these there were three: one to the Park, one on the Delaware from Philadelphia to Bristol, and one to Long Branch.

These excursions were participated in by the teachers in a body. There was too much to divert the attention to make this a working meeting of the association, and, although many valuable papers were read, there was little time for discussion, or for an earnest grappling with any important question. There was a brief discussion on teachers' certificates, and the subject of the co-education of the sexes in American colleges was also discussed with much ability; the association at the end reversing its action of eighteen years ago, and passing a resolution unanimately approving of the plan.

The addresses given at the opening of the sessions were an address of welcome by Professor F. F. Christine, of Philadelphia; a response by Professor A. R. Harne; and general addresses by Professor J. R. Sypher, Dr. Frank Taylor, and the State superintendent, Hon. J. P. Wickersham. The latter gentleman referred to some historical matters in relation to the association, which, he said, was organized during Christmas week, 1852, at Harrisburgh. The first president was John H. Brown, of the Zaue-street grammar school, Philadelphia.

Other addresses were the inaugural, by Hon. Henry Houck, deputy State superintendent; by Hon. A. Mori, minister from Japan; and by Hon. B. G. Northrop, of Connecticut, upon the "Schools of Europe."

Papers were read by Miss Anna B. Bailey, of Bristol, upon "Haps and mishaps;" by President W. C. Cattell, of Lafayette College; by Edward Shippen, esq., of Philadelphia, upon "Compensation of teachers;" by Professor F. A. Allen, of Crausfield, upon "Reform in primary teaching;" by Rev. S. K. Brobst, of Allentown, upon "English and German in the people's schools;" by the Rev. J. K. Loos, of Bethlehem, upon "Religion in our schools;" by Miss F. S. Nash, of Williamsport, a poem, "What hath the angel written?" by Mr. G. H. Davis, of Philadelphia, upon "Sunny teaching;" by President Edward H. Magill, of Swarthmore College, upon the "Co-education of the sexes."

Resolutions were adopted with reference to the centennial exposition, providing for the conference and co-operation, by a committee of the association, with the commissioners of the General Government for the promotion of the objects of the exposition.

Officers elected: President, Edward Gideon, of Philadelphia; secretary, J. P. McCaskoy; treasurer, D. S. Burns.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Pennsylvania was the second State in population, having 3,521,951 inhabitants within an area of 46,000 square miles, an average of 76.56 persons to the square mile. This population consisted of 3,453,609 whites, 65,294

colored, 34 Indians, and 14 Chinese. Of these, 2,976,642 were natives of the United States and 545,309 were foreign-born. Of the native residents, 2,684,965 whites, 41,740 colored, and 7 Indians were born within its borders, while of the foreign residents, 160,146 were born in Germany, 69,665 in England, and 235,798 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 725,004 persons attended school, and of these, 18,288 were foreign-born. Of the 717,119 white scholars, 369,674 were males and 347,445 females. Of the 7,820 colored pupils, 4,023 were males and 3,857 females. Four males and 1 female Indian were reported.

Illiteracy.—There were 222,356 inhabitants of all races, of 10 years old and over, unable to write, and of these, 95,553 were foreign-born.

Age and sex of illiterates.—Of the 206,458 white illiterates, 10,688 were from 10 to 15 years old, and of these, 5,735 were males and 4,953 females; 18,159 were from 15 to 21 years old, of whom 8,504 were males and 9,655 females; 177,611 were 21 years old and over, of whom 61,350 were males and 116,261 females. Of the 15,893 colored illiterates, 851 were from 10 to 15 years old, and of these, 401 were males and 450 females; 1,815 were from 15 to 21 years old, and of these, 719 were males and 1,096 females; 13,227 were 21 years old and over, of whom 5,758 were males and 7,469 females. Two male and 3 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 14,872, having 19,522 teachers, of whom 8,507 were males and 11,015 females, to educate 811,863 pupils, of whom 428,023 were males and 383,840 females.

Amount and source of educational income.—The total income of all the educational institutions was \$9,625,119, of which \$539,496 were derived from endowment, \$7,187,700 from taxation and public funds, and \$1,900,923 from tuition and other sources.

Public schools.—The 14,107 public schools, with 17,118 teachers—7,298 males and 9,820 females—were attended by 745,734 pupils, of whom 393,953 were males and 351,781 females. To educate these they had a total income of \$7,292,946, of which \$10,000 were derived from endowment, \$7,060,111 from taxation and public funds, and \$222,835 from tuition and other sources.

Colleges.—The 33 colleges, with 349 teachers—249 male and 100 female—were attended by 4,897 pupils, of whom 3,597 were males and 1,300 females. They had a total income of \$733,933, of which \$307,010 were derived from endowment, \$17,500 from taxation and public funds, and \$409,423 from tuition and other sources.

Academies.—The 138 academies, with 576 teachers, of whom 313 were males and 263 females, had an attendance of 10,987 pupils—6,010 males and 4,977 females—and a total income of \$410,017, of which \$8,600 were derived from endowment, \$7,745 from taxation and public funds, and \$393,672 from tuition and other sources.

Private schools.—The 400 day and boarding schools had 672 teachers—246 male and 426 female—and were attended by 16,100 pupils, of whom 7,720 were males and 8,380 females. They had a total income of \$385,057, of which \$33,749 were derived from endowment, \$12,000 from taxation and public funds, and \$339,308 from tuition and other sources.

Libraries.—There were 4,966 public libraries, with 3,049,247 volumes; also 9,883 private libraries, having 3,328,598 volumes; making in all, 14,849 libraries, containing 6,377,845 volumes.

The press.—The 540 periodicals had an aggregate circulation of 3,419,765 copies, and an aggregate annual issue of 241,170,540 copies.

Churches.—Of the 5,984 church organizations, 5,668 had edifices with 2,332,288 sittings, and the church property was valued at \$52,758,384.

Pauperism.—Of the 8,796 paupers, 4,354 were native whites, 468 native colored, and 3,974 foreigners.

Crime.—Of 3,231 persons in prison June 1, 1870, 2,089 were native whites, 444 native colored, and 699 foreign-born. Three thousand three hundred and twenty-seven persons were convicted during the year.

Age and sex of population.—Of the total population, 1,076,040 were from 5 to 18 years old, of whom 540,133 were males and 535,907 females; 2,597,809 were 10 years old and over, of whom 1,292,518 were males and 1,305,291 females.

Occupations.—There were 1,020,544 persons of these ages engaged in various occupations, of whom 886,209 were males and 134,335 females. Two hundred and sixty thousand and fifty-one persons were engaged in agricultural pursuits, of whom 258,772 were males and 1,279 females; 283,000 in personal and professional services, of whom 192,674 were males and 90,326 females; 121,253 in trade and transportation, of whom 116,714 were males and 4,539 females; 356,240 persons were engaged in manufactures and mechanical and mining industries, of whom 312,049 were males and 38,191 females.

Age and sex of working population.—Of the 1,020,544 employed persons, 38,987 were from 10 to 15 years old, of whom 29,347 were males and 9,640 females; 926,699 were from 16 to 59 years old, and of these, 804,756 were males and 121,943 females; 54,858 were 60 years old and over, of whom 52,106 were males and 2,752 females.

SCHOOL OFFICIALS.

HON. J. P. WICKERSHAM, *State superintendent of common schools, Harrisburgh.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Adams	Aaron Sheely	Gettysburgh.
Allegheny	A. T. Donthett	Pittsburgh.
Armstrong	A. D. Glenu	Eddyville.
Beaver	Martin L. Knight	Industry.
Bedford	Henry W. Fisher	Bedford.
Berks	David B. Brunner	Reading.
Blair	John B. Holland	Newry.
Bradford	Austin A. Keeney	Towanda.
Bucks	Hugh B. Eastburn	New Hope.
Butler	R. H. Young	Conifersville.
Cambria	Thomas J. Chapman	Ebensburgh.
Cameron	Joseph B. Johnson	Emporium.
Carbon	R. F. Hofford	Lehighton.
Centre	R. M. Magee	Bellefonte.
Chester	Hiram F. Pierce	Oxford.
Clarion	J. E. Wood	Knox.
Clearfield	J. A. Gregory	Clearfield.
Clinton	Martin W. Herr	Salona.
Columbia	William H. Snyder	Catawissa.
Crawford	James C. Graham	Meadville.
Cumberland	D. E. Haast	Mechanicsburgh.
Dauphin	S. D. Ingram	Harrisburgh.
Delaware	James W. Baker	Media.
Elk	Rufus Lucore	Early.
Erie	C. C. Taylor	Waterford.
Fayette	Joshua V. Gibbons	Brownsville.
Forest	S. F. Rohrer	Marionville.
Franklin	Jacob S. Smith	Brown's Mill.
Fulton	H. H. Woodal	New Grenada.
Greene	Thomas J. Teal	Rice's Landing.
Huntingdon	R. M. McNeal	Hubersville.
Indiana	Samuel Wolf	Indiana.
Jefferson	James A. Lowry	Punxsatawny.
Juniata	D. E. Robison	Port Royal.
Lancaster	B. F. Shaub	Strasburgh.
Lawrence	William N. Aiken	Newcastle.
Lebanon	William G. Lehman	Lebanon.
Lehigh	James O. Knauss	Allentown.
Luzerne	William A. Campbell	Shickshinny.
Lycoming	Thomas F. Gahan	Montoursville.
McKean	W. H. Curtis	Smithport.
Mercer	N. W. Porter	Mercer.
Mifflin	John M. Bell	Kishacoquillas.
Monroe	Jeremiah Frutchey	Stroudsburg.
Montgomery	Abel Rambo	Trappe.
Montour	William Henry	Pottsgrove, North.
Northampton	Benjamin F. Raesly	Mount Bethel.
Northumberland	Saul Shipman	Sunbury.
Perry	George C. Welker	Liverpool.
Pike	John Layton	Dingman's Ferry.
Potter	J. W. Allen	Coudersport.
Schuylkill	Jesse Newlin	Port Carbon.
Snyder	William Noerting	Selin's Grove.
Somerset	Daniel W. Will	Glade.
Sullivan	John W. Martin	Dushore.
Susquehanna	William C. Tilden	Forest Lake Centre.
Tioga	Elias Horton, jr	Knoxville.
Union	A. S. Burrows	Mifflinburgh.
Venango	W. J. McClure	Petroleum Centre.
Warren	Byron Sutherland	Columbua.
Washington	William G. Fee	Cannonsburgh.
Wayne	D. G. Allen	Prompton.
Westmoreland	Henry M. Jones	Salem Cross-Roads.
Wyoming	Thompson Bodle	Tunkhannock.
York	William H. Kain	York.

CITY OR BOROUGH SUPERINTENDENTS.

City or borough.	Superintendent.	Post-office.
Allentown.....	R. K. Buehrle.....	Allentown.
Altoona.....	John Miller.....	Altoona.
Carbondale.....	Mathew G. Neary.....	Carbondale.
Chester.....	A. A. Meader.....	Chester.
Easton.....	W. W. Cottingham.....	Easton.
Erie.....	H. S. Jones.....	Erie.
Harrisburgh.....	Daniel S. Burns.....	Harrisburgh.
Hyde Park.....	Jeremiah E. Hawkes.....	Hyde Park.
Lebanon.....	J. T. Nitrauer.....	Lebanon.
Lock Haven.....	A. N. Raub.....	Lock Haven.
Meadville.....	George W. Haskins.....	Meadville.
Norristown.....	Joseph K. Gotwals.....	Norristown.
Pittsburgh.....	George J. Luckey.....	Pittsburgh.
Pottsville.....	Benjamin F. Patterson.....	Pottsville.
Reading.....	Thomas Severn.....	Reading.
Scranton.....	Joseph Roney.....	Scranton.
Titusville.....	Henry C. Basley.....	Titusville.
Wilkesbarre.....	Charles J. Collins.....	Wilkesbarre.
Williamsport.....	M. W. Horton.....	Williamsport.
York.....	William H. Shelley.....	York.

RHODE ISLAND.

[From report of Hon. Thomas W. Bicknell, State superintendent of instruction, for the scholastic year ended April 30, 1871.]

SCHOOL FUND.

Amount of State appropriations.....	\$90,000 00
Amount of town appropriations.....	315,348 34
Amount from registry taxes and other sources.....	36,363 19
Amount of district taxes.....	58,951 66
Amount of balance unexpended last year.....	13,377 32
Total receipts for the year.....	514,040 51

EXPENDITURES.

• Amount expended for teachers, &c.....	\$312,325 73
Amount expended for school-houses, &c.....	148,834 68
Total expenditures.....	461,160 41

APPROPRIATIONS FOR 1871-'72.

State appropriation for public schools.....	\$90,000 00
State appropriation for State normal school.....	10,000 00
State appropriation for mileage to State normal school.....	1,500 00
State appropriation for teachers' institutes.....	500 00
State appropriation for lectures, &c.....	500 00
State appropriation for Rhode Island Schoolmaster.....	300 00
Town appropriations for public schools.....	259,801 63

ATTENDANCE OF PUPILS.

Number of children in the State under 15 years of age.....	64,930
Estimated number between 5 and 15 years of age.....	42,000
Number of pupils registered in summer schools.....	26,447
Number of pupils registered in winter schools.....	28,396
Average attendance at summer schools.....	21,821
Increase over last year.....	1,773
Average attendance at winter schools.....	23,150
Increase over last year.....	715
Per cent. of children between 5 and 15 registered in summer.....	63
Per cent. of children between 5 and 15 registered in winter.....	69
Per cent. of attendance on total school population.....	53
Per cent. of attendance on number registered in summer.....	82
Per cent. of attendance on number registered in winter.....	85
Estimated number of pupils in private and Catholic schools.....	7,500
Estimated number instructed at home or detained as invalids.....	1,000
Estimated number at public and private schools or instructed at home.....	38,000
Estimated number not attending school, about.....	4,000
Estimated percentage of school population under instruction.....	90

Estimated percentage of school population not under instruction, 10, or one child in every ten between 5 and 15 years of age.

TEACHERS AND TEACHERS' PAY.*Summer schools.*

Number of male teachers.....	92
Number of female teachers.....	603
Total number of teachers.....	695
Increase over last year.....	44
Average pay per month, including board.....	\$32 52

Winter schools.

Number of male teachers	169
Number of female teachers	552
Total number of teachers	721
Increase over last year	19
Average pay per month, including board	\$38 24

NUMBER OF SCHOOLS.

Number of summer schools	662
Increase over last year	99
Number of winter schools	719
Increase over last year	64
Whole number of schools	1,401
Average duration of schools	34 weeks

EDUCATIONAL PROGRESS.

	1844.	1870.
Total receipts	\$53,014 57	\$514,040 51
Total expenditures	53,741 23	461,160 41
Number of districts	359	423
Number of schools	428	1,401
Number of teachers	515	1,416
Number of pupils	22,156	29,500

SCHOOL LAW.

The school laws have passed a careful revision by the general assembly. The section relating to State appropriations has been so amended as to provide that no town shall receive any part of the State appropriation for public schools, unless it shall raise by tax a sum equal to the amount to which it is entitled from the State treasury. By the former law each town was required to raise a sum equal to one-half the amount received from the State appropriation. Towns are now required to elect a school superintendent; by the former law they were simply authorized to do so. The law relating to truant children and absentees from school is wholly ineffective, inasmuch as no penalty follows a neglect to fulfill its requirements. Not a city or town in the State has taken action as authorized and required by law. It is recommended that sufficient penalties be attached to secure the enforcement of the law, or that it be wholly revoked, as it is now practically null and void.

TEACHERS' INSTITUTES.

Successful institutes of instruction have been held during the year at Providence, Chepachet, Kingston, and Central Falls. Local institutes have also been held in various places. The annual institute held at Providence in January was the largest and most spirited meeting of teachers ever held in the State. For one day the public schools of Providence were open for examination by teachers and school officers from other parts of the State. An educational mass-meeting was attended by over two thousand people, who were addressed by Governor Padelord, the mayor of Providence, Hon. Joseph White, of Massachusetts, and Hon. Warren Johnson, of Maine. Music and select readings added to the interest of the exercises. No better work to advance the interests of common schools in Rhode Island has been done than was accomplished by the various exercises of this institute.

TEACHERS' ASSOCIATIONS.

Associations of teachers have been formed, and regular meetings have been held during the year, in ten towns, and teachers' meetings have been held in nearly every town in the State, at intervals not exceeding two or three months. With the interest in this matter manifested by school officers and teachers, such meetings will soon be held in every town in our State, at least twice in each term. This is one, and not the least encouraging, of the signs of progress.

THE RHODE ISLAND SCHOOLMASTER.

This journal continues to do a good work for the cause of education in our State. The number of its readers has never been larger than at present, nor its pages more practically valuable. Nearly all its articles are from the pens of our own teachers. An appropriation of \$300 is made by the State for its support. The subscriptions from other States, even as far distant as the Pacific coast, are gratifying evidence of its success.

RHODE ISLAND EDUCATIONAL UNION.

The object of this association is to aid in supplementing the work of public instruction through the agency of evening schools, libraries, and reading-rooms. By these and kindred means, it was thought something might be done for the 15,000 in the State beyond the school-age, 10,000 of whom can not read. The hope with which the union was originated has been in a large measure realized. There is a steady increase in the attendance at evening schools and reading-rooms, and an extending appreciation of their utility. Originally commenced, in many cases, by the voluntary services and subscriptions of individuals, they are gradually winning the public support. Several towns have fully adopted them, some appropriate in part for their maintenance, and others purpose to ingraft them into their system of public instruction.

The manufacturers of Woonsocket have this year united in closing their mills so early as to allow those in their employ to avail themselves of evening schools, lectures, &c. Liberal provision is made in many of our villages for reading-rooms, libraries, and evening schools, and in some cases this is done by manufacturing companies. The Lonsdale Company have, during the past year, completed a large building containing a reading-room, library, and a lecture-hall capable of seating 1,000 persons. A. & W. Sprague have erected at Central Falls a fine edifice 100 by 40 feet, with an L 40 by 50, for educational purposes. Hazard & Sons have made the same provision for Peacedale. Others, who can not be mentioned, have been equally liberal. With such facilities for self-culture well established and capable of indefinite expansion, (as lately, for example, into a "polytechnic" school in Providence,) incalculable benefits must, in a few years, result not only to the individual but to the State.

EVENING SCHOOLS.

The evening school must, for a time, supplement the common-school system, and is a necessity for that large portion of our minor population who are entirely deprived of the privileges of the day school. Many can neither read nor write on their admission. Others are young men and women who have already gained the rudiments of an English education, and are desirous of making larger acquisitions of knowledge.

The following statistics from evening schools, which have been successfully sustained, will be read with interest. They are taken from the reports of seven towns, including Providence. The average number of pupils was 103; average age of pupils, 16; average duration of school, 15 weeks; average length of sessions, 2 hours; average salary of male teachers, \$9.50 per week; average salary of female teachers, \$3.50 per week; average cost per pupil, \$2.92. In one town the services of teachers are gratuitous, and in Providence, which is not included in the above statement of salaries, the payment is \$2 a night for principals, and \$1 a night for assistants, male or female. In all these schools, with the exception of Providence, the pupils are factory operatives. These schools are uniformly pronounced a success, and their reports are highly encouraging.

DRAWING IN PUBLIC SCHOOLS.

"In my last annual report I referred to the importance of technical education in a State dependent, as ours, upon the value of its skilled labor. The first step toward improvement is the introduction of elementary drawing in our schools. As an initial movement, our teachers must become qualified to lead in instruction, and hence the pupils in the normal school have received a limited number of lessons in free drawing."

WOMEN AS SCHOOL OFFICERS.

"I am fully satisfied that it is wise to appoint women of talent, public spirit, and business tact, as school officers. In the town of Tiverton, the school board, during the past year, has been wholly composed of women, and it is the uniform testimony of the people of that town, that in no previous year has so much time and labor been devoted to the advancement of the interests of the schools. I trust that the public confidence will be shown by the appointment of women to fill a portion of the places upon the school boards at all subsequent elections."

ILLITERACY IN RHODE ISLAND.

Notwithstanding the great facilities for the diffusion of knowledge, and the increased interest of our people in the cause of education, we are compelled to admit the fact that illiteracy is on the increase in the State. The number of persons over 21 years of age who can neither read nor write, as given by the census of 1870, is nearly five times greater than that given in the census of 1850. In 1850 the number was 3,607, in 1870 it was 16,786; and the minor illiterate population, from 10 to 21 years,

is 5,115, making the total of illiterate population, over 10 years of age, 21,901. The source of this mass of ignorance is shown by the fact that, of this 21,901, 17,477 are of foreign-birth.

These statements only show the alarming aggregate of the illiterate population of Rhode Island. We have no statistics to show the influence of such a population upon the present history and future prosperity of our State. The intimate relations of ignorance to crime appear by reference to the records of public courts, jails, the State farm, and the State prison. Ignorance and idleness produce the evils from which we now suffer; education and labor will banish them.

Among the remedies for illiteracy are the enforcement of a law which shall not allow a child under twelve years of age to be employed in a manufacturing establishment; also, the enforcement of a law requiring children so employed to attend school at least five months in each year; a truant and vagrant law, by which every child between the ages of 6 and 16 years not attending any school, or without any regular and lawful occupation, may be committed to some suitable institution, or bound as an apprentice to some good home, for the purpose of gaining the rudiments of an education and of learning some useful trade; the establishment of evening schools in every town; and a constitutional enactment which shall restrict the franchise to those who can read and write.

PROVIDENCE.

[From report of Rev. Daniel Leach, superintendent of city schools.]

SCHOOL BUILDINGS.

The city has in use at present thirty-six school buildings, two of which are hired. Some of these buildings are equal to the best in New England. Others, however, are badly lighted, poorly ventilated, and neither pleasant nor convenient. The accommodations of the high school are by no means creditable to the city. Larger and better school accommodations are imperatively needed. The value of the school estates owned by the city is estimated at \$1,000,000. The aggregate annual expenditure for the schools is nearly \$170,000, about \$140,000 of which are required to pay the salaries of teachers.

SCHOOL TERMS.

The school committee consider that, as a whole, the public schools are in a very satisfactory condition. By the present arrangement, the school year of 42 weeks is divided into four terms: three of 10 weeks each, and one of 12 weeks. Under this plan it becomes necessary to carry the fourth term considerably into July, a step which does not meet entire approval. The proper length of the school year and its rightful division into terms constitute a problem difficult to solve.

BRANCHES OF STUDY.

Drawing has been made an established study in the intermediate and grammar schools, and most commendable progress has been made during the year.

In the department of musical instruction, the former faulty manner of teaching has given way to a systematized method. By this change, together with a regular daily drill on the part of the pupils, the most satisfactory results have been produced. Pupils in all the grades are now taught not only to sing, but to read and write music.

TRUANCY.

It is stated that while the percentage of truants is not so large as in some New England cities, it is altogether too large, and is increasing. The committee are of opinion that the legislation which has been had upon this subject is well calculated to meet the evil, and that if a place of detention—a house of industry—were provided, the law would prove an effective means of restraint. An industrial school is needed, and it is a question whether there shall be such an institution, or whether the accommodations of reform schools and prisons shall be enlarged to meet the demand that is sure to be made.

EVENING SCHOOLS.

These schools were held for a term of twenty weeks. The number of pupils registered was 2,195, an increase of 534 over last year. In connection with the evening schools a polytechnic school was opened. The interest evinced testified to the need that had been felt for this kind of instruction. The committee are fully convinced that the time has come for the establishment of an evening high school, thus supplying the intermediate link between the lowest and highest grade of evening schools. Singing exercises were introduced in two of the schools, and in each instance the influence was marked and beneficial.

NEWPORT.

[From report of Professor A. D. Small, superintendent of city schools.]

PUBLIC SCHOOLS.

The general condition of the schools is very satisfactory. The tables of attendance show a healthy condition in this respect; and it is considered worthy of note that out of the whole number of pupils, only one hundred and twelve have been sent to the office for discipline; and of these but forty-five have come the second time. The number of really bad boys is remarkably small, and the authority of the teachers well recognized.

TRUANCY.

The passage of a comprehensive and specific law with regard to truancy is urged; also, the establishment of a reformatory school for habitual truants. The unfavorable action of the general assembly upon this matter is much regretted.

EVENING HIGH SCHOOL.

The evening school continues to do an excellent work, yet it does not fully meet the wants for free evening instruction. There is a large class who have already attended the day school, and who are prepared for more advanced studies than are usually taught in the evening school. For these an evening high school should be established. An experiment of this kind was made in the spring. The season was unfavorable, but the attendance (averaging fifty-eight) proved conclusively the demand existing for schools of this character.

HIGH-SCHOOL ENDOWMENT.

The late William Sanford Rogers, of Boston, has left \$100,000 to the city of Newport, in trust, for the endowment of a high school. Detailed information concerning the bequest has not yet been communicated to the committee.

STATE NORMAL SCHOOL.

The State Normal School was opened September 6, 1871. The report of the trustees and the semi-annual report of the principal show its successful operation, and the wisdom of its establishment. Its indirect benefits are already seen and felt in the improved tone and spirit of many of our schools. An appropriation of \$1,500 was made by the general assembly to aid in defraying the traveling expenses of pupils residing out of the city of Providence. The trustees recommend a renewal for the coming year of the appropriation of \$10,000 for the work of the school, together with that of \$1,500 to aid in defraying the traveling expenses of pupils. Lessons in drawing were given during the winter, with the view of preparing the pupils to teach the elements of that branch. The number of graduates in 1872 was 24.

BROWN UNIVERSITY.

The whole number of applications for admission during the year was 77; admissions, 69. Of those admitted, the ratio for the four years' course is 87 per cent.; a larger number than usual. This is considered as affording gratifying evidence, on the part of the public, of a desire for complete education.

Departments of practical science have been established, in which provision has been made for courses of instruction in such branches as are related to agriculture and the mechanic arts. This provision has been made in accordance with resolutions of the general assembly, assigning the congressional grant of land for the establishment of an agricultural college to Brown University.

SCHOLARSHIPS.

The fund of \$50,000 which accrues from this grant is, by agreement on the part of the university, devoted to the education "of scholars, each at the rate of \$100 per annum, to the extent of the entire annual income." Appointments to these scholarships are made by the governor and secretary of state, on the nomination of the general assembly. There are now 52 scholarships established for the aid of indigent students, to the amount of \$60 each per annum. In consideration of the advance in the price of tuition, two years ago, from \$50 to \$75 per annum, the corporation gave to the faculty discre-

tionary power to make a reduction of \$25 per annum on the tuition of indigent students, to a number not exceeding two-fifths of the whole number in college. Under this provision relief has been extended to 67 students.

The endowment fund of the university amounts to \$602,653.73. The museum of natural history has received large additions during the year, and now comprises 19,250 specimens. Contributions amounting to \$5,450 have been received in aid of this museum.

PROVIDENCE REFORM SCHOOL.

The whole number of inmates since organization has been 2,638. The average number of months in the institution of those discharged during the year is, boys, 13.7; girls, 26.3. The largest number of commitments during the year was for theft. The expenditure for the year amounts to \$42,948.04, and the earnings of the children in the labor department to \$19,271.36. More apparent good has resulted from the work in the boys' school than ever before. The girls' school has been less satisfactory. The report of the trustees states that the general condition of the institution is entirely gratifying, and its prospects of usefulness in the future highly encouraging.

SCHOLFIELD'S COMMERCIAL COLLEGE.

A feature of this institution is that book-keeping is never taught in class. Each student receives separate personal instruction adapted to his mental constitution and proficiency. The system upon which the college is conducted allows pupils to enter at any time.

ALBERT A. GAMWELL.—OBITUARY.

Albert A. Gamwell, principal of the Fountain-street grammar school, Providence, died of typhoid pneumonia December 18, 1871. He was born in Peru, Massachusetts, October 29, 1816; graduate of Brown University 1847; immediately after became principal of the Fountain-street grammar school, (since called Federal street, and lately the Hughes school,) where he labored with great fidelity and success till his death.

A farmer's son, among the hills of Berkshire, he faithfully improved the advantages offered by the common school, and prepared for college at the Connecticut Literary Institution at Suffield. He was remarkable throughout life for patient, untiring industry; methodical in the employment of his time, both at school and at home; frugal in his habits, and moderate in his desires, never sacrificing substantial comfort for fashion and empty show. As a teacher he was quiet and unpretending, but thorough, teaching principles and not theories or text-books. He loved honesty and truthfulness; he despised vanity and deceit. Hence the usual quarterly examinations were with him genuine examinations, and not exhibitions specially prepared for the occasion. He did not approve the introduction of so many general exercises, believing in the old-fashioned way of studying and reciting all lessons in the school-room and within school hours, leaving the rest of the time for work and play. He had a profound reverence for religion and religious institutions, and lived and died in the Christian faith.

REV. T. A. CRANE.—OBITUARY.

The Rev. T. A. Crane, D. D., rector of St. Luke's Church, East Greenwich, Rhode Island, entered Brown University in 1823, supporting himself for the most part during his college course by his own exertions, and taking high rank as a scholar. After his graduation he was appointed to the office of a tutor in the university, which he held for four years. In 1839 he was elected to the presidency of Kemper College, and after two years of hard labor, prosecuted in defiance of peculiar difficulties and embarrassments, he resigned his office and returned to the rank of the Christian ministry as a pastor. During his residence in Saint Louis he delivered the annual address before the medical society of the college, which was printed. The last thirty years of his life were passed in Rhode Island, and the interest that Dr. Crane had always felt in the cause of education was manifested here by the oversight that he took of our public schools, and his frequent valuable contributions to our educational journals. An accurate scholar himself, he appreciated fully the great importance of laying broad and deep foundations as the basis of all effective training, and his influence in this respect will be long felt in our community.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The exercises of the twenty-seventh annual meeting of this institution were held in Providence, commencing on the morning of the 18th of January, by visits of the members to the normal and high schools, the normal school being the special scene of

attraction, where classes in various branches were taught in the usual manner, as illustrations of the method of teaching these branches.

In the afternoon the primary, intermediate, and grammar schools were visited, and exercises similar to those of the quarterly examinations were witnessed. In the evening a most pleasant reunion of the teachers was held in the Roger Williams Hall.

On the morning of the 19th, the president, Mr. A. J. Manchester, referring to the social exercises of the preceding day, as having well replaced the usual introductory addresses, proceeded at once to the business of the day, introducing Mr. A. D. Small, superintendent of schools of Newport, who read a paper on "Practical education." He said, in answer to the question "What is practical?" there were three requisites: books, health, and religion. Under these heads, he spoke of the importance of good reading, which must be impressed upon the scholar by teacher or parent; of the necessity of health, and a better appreciation of the means of physical conservation; and the desirableness of religious instruction, which should not be sectarian, but should teach by pointing out examples of the good and the bad.

The discussion which followed was confined to the approval of the excellences of the paper, and was participated in by Mr. Merrick Lyon, Rev. E. M. Stone, Professor O. H. Kile, and Rev. Mr. Holman.

Mr. D. W. Hoyt, of the Providence high school, read an essay on "The cultivation of the memory." The paper was discussed by Mr. William A. Mowry, Professor Bancroft, Professor J. C. Eastman, and Mr. J. F. Cady.

In the afternoon a class exercise was given by the pupils of the State Normal School in reading, conducted by Mrs. M. H. Miller.

Professor J. C. Greenough, principal of the State Normal School, then read a paper on "a course of study," which, he said, "is a means to an end;" and in order to understand what means to employ to secure an end, the end itself must be clearly understood. In this country no teacher can predict what will be the life-work of his pupils, and therefore can not give special training for an employment. One of the defects of our system is a failure to develop pupils with elementary instruction, before attempting to teach them scientific truth.

Joshua Bates, esq., head-master of the Brimmer school, Boston, read a paper on "The manners and morals of school-rooms."

A mass-meeting of the institute was held in the evening at Music Hall, with exercises varied, high-toned, and enthusiastic, among which were music and addresses by Governor Padelford, Mayor Doyle, Commissioner Bicknell, and others. The commissioner stated that the State had, during the past year, appropriated \$500,000 for public education; that 80 per cent. of the school population was in the public schools; and that a first-class normal school had been established and was in successful operation. Thirty-four weeks of school are now secured in every town in the State annually. The objects urged by the commissioner as necessary were, a higher public sentiment, a truant law, a law as to child-operatives, school missionary work, and homes such as are proposed in Newport.

Rev. Daniel Leach, superintendent of public schools in Providence, also made an able address; and Hon. W. P. Sheffield, of Newport, spoke of the relations of the State to the public education of its citizens.

On the closing day, the officers for the ensuing year were elected, as follows: President, Merrick Lyon; recording secretary, G. E. Whittemore; corresponding secretary, D. R. Adams, Centreville; with a list of vice-presidents, directors, &c.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Rhode Island was the thirty-second State in population, having 217,353 inhabitants, within an area of 1,306 square miles, an average of 166.43 persons to the square mile. This population consisted of 212,219 whites, 4,980 colored, and 154 Indians. Of these 161,967 were natives of the United States, and 55,396 were foreign-born. Of the native residents 122,626 white, 2,520 colored, and 123 Indians were born within its borders, while of the foreign residents 1,201 were born in Germany, 9,291 in England, and 31,534 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 34,948 persons attended school, and of these 2,027 were foreign-born. Of the 34,292 white scholars 17,643 were males and 16,649 females. Of the 618 colored pupils 309 were males and 309 females; 23 male and 16 female Indians were also reported.

Illiteracy.—Twenty-one thousand nine hundred and twenty-one inhabitants of all races, 10 years old and over, were unable to write, and of these 17,477 were foreign-born.

Age and sex of illiterates.—Of the 21,031 white illiterates 2,484 were from 10 to 15 years old, and of these 1,239 were males and 1,195 females; 2,473 were from 15 to 21 years old, of whom 1,090 were males and 1,383 females; 16,074 were 21 years old and over, of whom 5,922 were males and 10,152 females. Of the 870 colored illiterates 46 were from 10 to 15 years old, and of these 26 were males and 20 females; 112 were from 15 to 21 years

old, and of these 63 were males and 49 females; 712 were 21 years old and over, of whom 291 were males and 421 females; 6 male and 14 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 561, having 951 teachers, of whom 237 were males and 714 females, to educate their 32,596 pupils, of whom 15,491 were males and 17,105 females.

Amount and source of educational income.—The total income of all the educational institutions was \$565,012, of which \$31,535 were derived from endowment, \$348,656 from taxation and public funds, and \$184,821 from tuition and other sources.

Public schools.—The 487 public schools, with 775 teachers—165 males and 610 females—were attended by 27,250 pupils, of whom 12,736 were males and 14,514 females. To educate these they had a total income of \$355,582, of which \$1,085 were derived from endowment, \$348,656 from taxation and public funds, and \$5,841 from tuition and other sources.

College.—The one college, with 11 male teachers, was attended by 203 male pupils, to educate whom it had a total income of \$45,150, of which \$30,000 were derived from endowment and \$15,150 from tuition and other sources.

Academies.—The 2 academies, with 16 teachers, of whom 10 were males and 6 females, had an attendance of 415 pupils—241 males and 174 females—and an income of \$20,400, derived from tuition and other sources.

Private schools.—The 63 day and boarding schools had 106 teachers—34 males and 72 females—and were attended by 1,896 pupils, of whom 820 were males and 1,076 females. They had a total income of \$119,380, of which \$450 were derived from endowment, and \$118,930 from tuition and other sources.

Libraries.—There were 334 public libraries, with 309,696 volumes; also, 425 private libraries, with 383,691 volumes; making in all, 759 libraries, with 693,387 volumes.

The press.—The 32 periodicals had an aggregate circulation of 82,050 copies, and an aggregate annual issue of 9,781,500 copies.

Churches.—Of the 295 church organizations, 283 had edifices, with 125,183 sittings, and the church property was valued at \$4,117,200.

Pauperism.—Of the 634 paupers, 407 were native whites, 35 native colored, and 192 foreigners.

Crime.—Of 180 persons in prison June 1, 1870, 113 were native whites, 12 native colored, and 55 foreign-born. Two hundred and eight persons were convicted during the year.

Age and sex of population.—Of the total population, 55,775 were from 5 to 18 years old, of whom 27,834 were males and 27,941 females; 173,751 were ten years old and over, of whom 82,324 were males and 90,927 females.

Occupations.—There were 88,574 persons of these ages engaged in various occupations, of whom 66,859 were males and 21,715 females. Eleven thousand seven hundred and eighty persons were engaged in agricultural pursuits, of whom 11,767 were males and 13 females; 19,679 in personal and professional services, of whom 12,349 were males and 7,330 females; 10,108 in trade and transportation, of whom 9,578 were males and 230 females; 47,007 in manufactures and mechanical and mining industries, of whom 32,865 were males and 14,142 females.

Age and sex of working population.—Of the 88,574 employed persons, 5,534 were from 10 to 15 years old, of whom 3,510 were males and 2,024 females; 77,102 persons were from 16 to 59 years old, and of these 58,419 were males and 18,683 females; 5,938 persons were 60 years old and over, of whom 4,930 were males and 1,008 females.

SOUTH CAROLINA.

[From report of Hon. J. K. Jilison, State superintendent of public instruction, for the scholastic year ended June 30, 1872.]

SCHOOL REVENUE.

State school appropriation, (not yet paid)	\$300,000 00
Pol-tax, amount reported as collected	36,563 00
Local or school-district taxes, amount reported as collected	75,393 35
Total	411,956 35

SCHOOL EXPENDITURES.

Salaries of teachers	\$268,091 67
Building of school-houses	11,505 50
Rent of school-houses	2,854 13
Total	282,451 30

The foregoing is not a complete exhibit of school expenditures for the scholastic year. Five counties made no returns of the total amount of salaries paid to teachers; and quite a number of school-houses have been erected during the year, concerning the cost of which the returns are either incomplete or entirely wanting.

The amount required for the support of the school system for the year 1872-'73 is estimated at \$600,000.

ATTENDANCE.

Local school age	6-16
White children of school age, (males 40,956, females 41,240)	82,196
Colored children of school age, (males 58,776, females 56,207)	114,983
Total scholastic population	197,179
White children enrolled in school, (males 19,446, females 18,241)	37,687
Colored children enrolled in school, (males 19,428, females 19,207)	38,635
Whole number enrolled in school	76,322
Increase over last year	10,266

TEACHERS AND TEACHERS' PAY.

Northern white teachers, (males 13, females 40)	53
Southern white teachers, (males 988, females 646)	1,634
Northern colored teachers, (males 16, females 6)	22
Southern colored teachers, (males 346, females 130)	476
Whole number of teachers employed, 1872	2,185
Increase over last year	287
Number of teachers holding first-grade certificates	549
Number of teachers holding second-grade certificates	807
Number of teachers holding third-grade certificates	829
Number of State certificates granted during the year	14
Average monthly pay of male teachers	\$32 55
Average monthly pay of female teachers	31 25

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts	462
Number of free common schools, 1872	1,639
Increase over last year	280
Average number of months schools were in session	5

SCHOOL-HOUSES.

Number of school-houses reported as erected during the year: log, 127; frame, 98; brick, 1	226
Cost of school-houses erected during the year	\$11,505 50

* The returns concerning the cost of school-houses erected during the year are very incomplete. It is impossible to estimate their aggregate cost.

Number of school-houses previously erected: log, 950; frame, 679; brick, 15.....	1,644
Valuation, (returns deficient).....	\$220,448 00
Condition: good, 707; fair, 460; bad, 477.	
Number with grounds inclosed.....	178
Whole number of school-houses in the State.....	1,870
Number owned by school districts.....	239

There are in the city of Charleston four good brick school-houses, valued at \$100,000. They are public property, and are included in the foregoing statement.

CONDITION OF THE SCHOOL SYSTEM.

The superintendent remarks that "While something has been accomplished during the year in educational matters, yet it is a source of anxiety and regret to every well-wisher of the cause that so little has been done. The bankrupt condition of the State's exchequer has been most disastrous in its effect upon the common schools. Not one dollar of the State school appropriation of \$300,000, for the fiscal year ended October 31, 1872, has yet been disbursed from the State treasury, and this in the face of the fact that \$1,044,000 were collected on account of taxes for the said fiscal year.

"Public confidence has been betrayed and destroyed, school teachers and school officers have been forced to labor without receiving their salaries. The whole system is, in its present condition, a reproach to those who claim to be its friends and advocates. Our free common-school system, efficiently, faithfully, respectably, and successfully administered and applied, can not fail to become popular. The continuance of the present condition of affairs must plunge it into utter ruin and uselessness.

"There are two essentials to the success of the system, namely: 1. Such legislation as will secure liberal and certain school revenues. 2. The election and appointment of none but competent and efficient persons as school officers. Our whole State policy, so far as common education is concerned, has been, from the beginning, narrow and illiberal. While other enterprises and interests have received due attention and proper care, the education of the people has been a matter of the last and least consideration."

The superintendent states that he has visited several counties during the year, and has conversed with the people concerning educational matters. He has observed a growing interest in the cause of free common schools. The universal cause of complaint is that the State has not met its school appropriations.

It is believed that if the school finances were placed on a sound basis, the schools would prosper throughout the State.

SCHOOL FUNDS.

The following legislation is recommended concerning school funds: 1. That the general assembly levy a special State school-tax of two mills on each dollar of taxable property in the State. Such a tax would probably realize a revenue of about \$300,000. 2. That it be declared a misdemeanor to appropriate any portion of said tax for any purpose except that of free common schools, with a penalty of not less than \$10,000 attached. 3. That it shall be the duty of the State superintendent of education to apportion, as the law specifies, the free-school funds of the State among the several counties thereof only. 4. That it shall be the duty of such county school commissioner to apportion, according to law, the free-school fund of his county among the several school districts thereof. 5. That it shall be the duty of each county treasurer to report monthly the amount of collections made by him for the month, on account of school funds or taxes or poll-tax, which shall be paid on the orders of boards of school-district trustees, countersigned by the county school commissioner.

POLL-TAX.

The superintendent remarks: "There is no good reason why each and every voter in the State should not be willing to pay annually, or be compelled to pay, in case of unwillingness to do so, the small sum of \$1, as a consideration of the rights and privileges of citizenship, particularly when the same is to be specially applied to school purposes."

The whole number of votes cast for governor at the last State election was 106,722; the annual amount of poll-tax collected in the State ought to be, therefore, at least \$100,000, a very considerable item in the matter of school revenue. Legislation compelling the prompt and complete collection of the poll-tax is strongly urged.

ANNUAL REPORTS OF COUNTY SCHOOL COMMISSIONERS.

These reports constitute the principal source from which the information and material necessary to the preparation of annual State reports are obtained. Much delay, as

well as annoyance, is experienced every year concerning them. Many of them are not only forwarded tardily, but are made out without due regard to completeness and correctness. These reports should be printed with the annual State report; but this will be impracticable, so long as no more care is taken in their preparation.

UNIFORM SYSTEM OF SCHOOL RECORDS.

The general assembly, at its last session, appropriated the sum of \$7,000 to defray the expenses of preparing, publishing, and distributing a uniform system of school records. The greater portion of these records has already been prepared and published. When completed and distributed, they will be of great service to school officers and school-teachers in making out the reports and keeping the records required of them by law. This work has been seriously hindered on account of the embarrassed condition of the school finances.

DISTRIBUTION OF TEXT-BOOKS.

School text-books have been distributed from the office of the State superintendent during the year to every county in the State, except two, which made requisitions.

The supply of books has been wholly inadequate to meet the demands, and this circumstance has given rise to much dissatisfaction. The superintendent has been led, by an unpleasant experience, to the conclusion that the plan of furnishing text-books by the State, either free or otherwise, is unsound and impracticable, and ought to be discarded at once.

TEACHERS' INSTITUTES.

Seven institutes have been held in three counties of the State during the year. No report is made of the attendance at any of the meetings.

The superintendent recommends the passage of an act providing and organizing teachers' institutes as a preliminary measure to meet the demand for a supply of competent teachers.

STATE NORMAL SCHOOLS.

The superintendent recommends attention to that part of the State constitution which refers to the establishment of State normal schools. The wisdom and importance of this requirement of the law are considered too obvious to require further comment.

PEABODY FUND.

Of this State the agent of the fund, Dr. Sears, says: "We learn from the report of the superintendent, and from the proceedings of the board of education, that the number of children of school age in the State is 296,610, of whom 123,063 are colored; that the number attending the public schools is 66,056, of whom 33,834 are colored, showing an increase of attendance of 100 per cent. over last year; that there are in the State 422 log school-houses, and 339 frame and brick houses; that the number of teachers is 1,898; that the amount raised by taxation for schools in 1871 was \$250,000, while not less than \$500,000 are necessary to keep free schools in operation in the State six months in the year. In the report complaints are made and reiterated of the unfaithfulness of State officials in the use of the school funds and of the incompetency and indifference of many of the school officers. Under these circumstances it has been impossible to accomplish anything important in connection with the public schools of this State the past year. We have rendered assistance to two small schools only: \$300 to one in Beaufort, and \$200 to another in Spartanburgh."

EDUCATIONAL INSTITUTE OF SOUTH CAROLINA.

A meeting of this institute was held at Greenville in August, 1871. The members numbered 48, most of them principals of schools or professors in colleges.

The principal subjects of discussion were "Geometrical text-books and methods of instruction," "School organization," and "Southern colleges, and their claims upon the liberality of the people."

The president was requested to appoint a committee of two on each of the following subjects: Arithmetic, history and geography, English grammar and rhetoric, and algebra; each member of these committees to present, at the next annual meeting, a report upon text-books, methods of instruction, or any other matter relative to the subjects assigned them which they may deem of interest.

STATE ORPHAN ASYLUM.

The annual report of the trustees gives the number of inmates as 140: boys 71, girls 69. The average attendance in the school connected with the institution is 87. The boys are instructed in agriculture, and the girls in needle-work.

The State appropriation for the support of the institution for the year ended October 31, 1872, was \$15,000. The actual amount expended during the year was \$21,396.49, an excess of \$8,030.27 over the receipts.

SOUTH CAROLINA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The twenty-fourth annual report of this institution states that, of the whole number of pupils during the year, 22 were deaf and dumb and 19 were blind. The number of pupils was larger than during any previous session. The progress of the pupils in their studies during the year is commendable.

The institution stands greatly in need of increased shop facilities. There is only the boot and shoe trade for the deaf and dumb boys, and no trade for either males or females of the blind pupils, or for the mute girls. It is recommended that an appropriation be made for the purpose of establishing an industrial department for the females of both departments, a printing office and cabinet shop for the deaf and dumb boys, and the broom, mat, brush, and chair-seating trades for the blind boys. Of the latter a majority must have trades taught them or remain in a state of dependence after leaving the institution.

It is represented that many who would gladly avail themselves of the advantages of the institution are prevented doing so by their inability to provide suitable clothing and pay the expenses of transportation. A fund should be set apart for the relief of such persons.

It is recommended that the superintendent be authorized to visit some of the leading institutions for the deaf and dumb and the blind in the United States, during the next session, in order to acquaint himself with all improvements in books, apparatus, *regime*, &c. The books and apparatus of the institution, particularly for the blind, have been in use for a long time and need replenishing.

The State superintendent of instruction recommends an appropriation of \$15,000 for this institution for the next year.

UNIVERSITY OF SOUTH CAROLINA.

The university consists of ten distinct and independent schools. Students are allowed a choice, provided they enter at least three schools. The State appropriations for the university during the last fiscal year amounted to \$37,850.

This institution affords superior educational advantages. The State appropriations for its support have been liberal, its location is central and healthy, its buildings are commodious, its library is the finest in the South, and there is a full corps of learned, efficient, faithful professors. The number of students in attendance, however, is exceedingly unsatisfactory, and ought, by every reasonable consideration, to be largely augmented.

The apparatus of the university, particularly in the departments of chemistry and philosophy, is incomplete and should be replenished. It is recommended that a special appropriation be made for this purpose.

WOFFORD COLLEGE.

This institution is, by the terms of its endowment, under the control and management of the conference of the Methodist Episcopal Church of South Carolina. The endowment fund of the college (over \$200,000) was, with the exception of a few thousand dollars, lost during the late war. The college includes two departments, collegiate and preparatory.

NEWBERRY COLLEGE.

The college, having been removed from Newberry Court-House, is now located in Walhalla, Oconee County. It is under the care of the Evangelical Lutheran synod of South Carolina. The departments of the college are collegiate, preparatory, primary, and theological.

GREENVILLE BAPTIST FEMALE COLLEGE.

This was organized by the Baptist State convention of South Carolina. The courses of study are primary, academic, and collegiate. The collegiate course has been extended from three to four years, and the study of languages made a condition of graduation. An extended course in mathematics is not required.

CLAFLIN UNIVERSITY.

This institution is designed for the education of colored youth of both sexes. It occupies a large and commodious building. It was purchased not long since by Rev. A. Webster, D. D., president, and the late Rev. T. W. Lewis, of Charleston, through whose joint labors it assumed its present proportions. Its name was given in honor of the Hon. Lee Clafin, of Massachusetts, who contributed largely to its purchase.

The university comprises four departments: 1. The college proper, with the usual four years' course of college studies. 2. The normal department, for the training of teachers of both sexes. 3. The Baker Theological Institute, which was removed from Charleston to the university. 4. The preparatory department.

The university buildings contain 56 rooms, and will accommodate 200 scholars. No charge is made for tuition, room-rent, or lectures, but a tax of 10 cents a week is required of each student for incidental expenses. Board is provided at the rate of \$2 a week.

The leading men in South Carolina favorable to education and equal rights have, without exception, commended this enterprise. His excellency Governor E. K. Scott, who is one of the trustees, headed the subscription for the purchase with \$500. Senator Sawyer and others have subscribed generously.

FURMAN UNIVERSITY.

This university comprises seven distinct schools. Students are allowed entire freedom in the selection of their schools; and the schools are so arranged as to enable the student to pursue to the best advantage any particular course he may select, and to whatever extent he may desire. No limit of time is fixed for the completion of a course of study. The usual college degrees are conferred; also the degree of "proficient," in the several schools.

SOUTHERN BAPTIST THEOLOGICAL SEMINARY.

The seminary was established by general co-operation of Southern Baptists, with the design of furnishing such theological education as is needed by Baptist ministers. The course of instruction is divided into eight schools, comprising eleven departments. The course in each school is completed in one year, except Hebrew and Greek. A full course occupies from three to four years. Tuition and lodging are free. The library formerly belonging to the theological department of Furman University was transferred to this seminary.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 South Carolina was the twenty-second State in population, having 705,606 inhabitants within an area of 34,000 square miles, an average of 20.75 persons to the square mile. This population consisted of 289,667 whites, 415,814 colored, 124 Indians, and 1 Chinese. Of these 697,532 were natives of the United States and 8,074 were foreign-born. Of the native residents 270,301 whites, 408,285 colored, and 122 Indians were born within its borders, while of the foreign residents 2,754 were born in Germany, 617 in England, and 3,262 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 41,569 persons attended school, and of these 50 were foreign-born. Of the 24,692 white scholars 12,731 were males and 11,961 females. Of the 16,873 colored pupils 8,339 were males and 8,534 females; 4 male Indians were also reported.

Illiteracy.—There were 290,379 inhabitants of all races, 10 years old and over, unable to write, and of these 653 were foreign-born.

Age and sex of illiterates.—Of the 55,167 white illiterates 13,674 were from 10 to 15 years old, and of these 7,299 were males and 6,375 females; 11,102 were from 15 to 21 years old, of whom 5,411 were males and 5,691 females; 30,391 were 21 years old and over, of whom 12,490 were males and 17,901 females. Of the 235,164 colored illiterates 40,805 were from 10 to 15 years old, and of these 20,887 were males and 19,918 females; 45,605 were from 15 to 21 years old; of these 20,329 were males and 25,276 females; 148,754 were 21 years old and over, of whom 70,830 were males and 77,924 females; 48 illiterate Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 750, having 1,103 teachers, of whom 620 were males and 483 females, to educate their 38,249 pupils, of whom 17,397 were males and 20,852 females.

Amount and source of educational income.—The total income of all the educational institutions was \$577,953, of which \$51,506 were derived from endowment; \$282,973 from taxation and public funds, and \$243,474 from tuition and other sources.

Public schools.—The 581 public schools, with 781 teachers, (429 males and 352 females,) were attended by 31,362 pupils, of whom 13,682 were males and 17,680 females. To educate these they had a total income of \$279,723, of which \$270,423 were derived from taxation and public funds, and 9,300 from tuition and other sources.

Colleges.—The 9 colleges, with 58 teachers, (40 males and 18 females,) were attended by 755 pupils, of whom 480 were males and 275 females. They had a total income of \$54,800, of which \$16,000 were derived from endowments, \$4,500 from taxation and public funds, and \$34,300 from tuition and other sources.

Academies.—The 17 academies, with 46 teachers, of whom 30 were males and 16 females, had an attendance of 1,154 pupils, (650 males and 504 females,) and a total income of \$72,325, of which \$15,000 were derived from endowment, \$50 from taxation and public funds, and \$57,775 from tuition and other sources.

Private schools.—The 132 day and boarding schools had 163 teachers, (83 males and 80 females,) and were attended by 3,966 pupils, of whom 1,798 were males and 2,168 females. They had an income of \$68,040, derived from tuition and other sources.

Libraries.—There were 741 public libraries in the State, with 149,224 volumes; also, 922 private libraries, with 397,020 volumes; making in all, 1,663 libraries, containing 546,244 volumes.

The press.—The 55 periodicals had an aggregate circulation of 80,900 copies, and an aggregate annual issue of 8,901,400 copies.

Churches.—Of the 1,457 church organizations 1,308 had edifices, with 491,425 sittings, and the church property was valued at \$3,276,982.

Pauperism.—Of the 2,071 paupers, 888 were native whites, 1,106 native colored, and 77 foreigners.

Crime.—Of 732 persons in prison June 1, 1870, 130 were native whites, 584 native colored, and 18 foreign-born; 1,399 persons were convicted during the year.

Age and sex of population.—Of the total population 233,915 were from 5 to 18 years old, of whom 118,509 were males and 115,406 females; 503,763 were 10 years old and over, of whom 241,492 were males and 262,271 females.

Occupations.—Two hundred and sixty-three thousand three hundred and one persons of these ages were engaged in various occupations, of whom 182,355 were males and 80,946 females; 206,654 persons were engaged in agricultural pursuits, of whom 147,708 were males and 58,946 females; 34,383 in personal and professional services, of whom 15,526 were males and 18,857 females; 8,470 in trade and transportation, of whom 8,250 were males and 220 females; 13,794 in manufactures and mechanical and mining industries, of whom 10,871 were males and 2,923 females.

Age and sex of working population.—Of the 263,301 employed persons 30,414 were from 10 to 15 years old, of whom 18,968 were males and 11,446 females; 214,414 were from 16 to 59 years old, and of these 148,719 were males and 65,695 females; 18,473 were 60 years old and over, of whom 14,668 were males and 3,805 females.

SCHOOL OFFICIALS.

Hon. J. K. JILLSON, *State superintendent of education, Columbia.*

COUNTY SCHOOL COMMISSIONERS.

County.	Name.	Post-office address.
Abbeville	William Pressly	Abbeville C. H.
Aiken	John Gardner	Hamburg.
Anderson	Thomas P. Benson	Anderson C. H.
Barrow	Abraham Middleton	Blackville.
Beaufort	T. E. Miller	Beaufort.
Charleston	B. H. Hoyt	Charleston.
Chester	Dublin J. Walker	Chester C. H.
Chesterfield	W. L. T. Prince	Chesterfield C. H.
Clarendon	L. A. Benton	Wright's Bluff.
Colleton	E. D. Holmes	Walterborough.
Darlington	Joshua E. Wilson	Florence.
Edgefield	George A. Morgan	Edgefield C. H.
Fairfield	William J. Crawford	Winnaborough.
Georgetown	S. B. Gipson	Georgetown C. H.
Greenville	James H. Taylor	Greenville C. H.
Ham	Daniel Lewis	Conwayborough.
Kershaw	Frank Carter	Camden.
Lancaster	M. J. Shaver	Lancaster C. H.
Laurens	Pratt S. Suber	Laurens C. H.
Lexington	A. D. Haltiwanger	Lexington C. H.
Marion	Mitchell K. Holloway	Marion C. H.
Marlborough	Frank S. Hoyle	Bennettsville.
Newberry	Munson S. Long	Newberry C. H.
Oconee	Thomas L. Lewis	Perryville.
Orangeburgh	Francis R. McKinlay	Orangeburgh C. H.
Pickens	D. F. Bradley	Pickens C. H.
Richland	D. Salmond	Columbia.
Spartanburgh	W. H. Richardson	Spartanburgh C. H.
Sumter	J. N. Corbett	Sumter C. H.
Union	W. H. Norman	Cross Keys.
Williamsburgh	Henry H. Monyon	Kingstree.
York	C. A. King	Yorkville.

TENNESSEE.

[From reports of Hon. William Morrow, state superintendent of instruction, and of J. B. Killebrew, assistant superintendent.]

CONDITION OF EDUCATIONAL INTERESTS.

The facts presented in the following report bring before the general assembly the question whether it is not the duty of that body to impose a specific tax for school purposes. Less than thirty counties in the State have levied a tax for school purposes. In the remainder no action whatever has been taken by the county courts. Very few counties have schools at present in operation, and a degree of languor and inaction prevails throughout the State that bodes anything but good to our educational interests.

ILLITERACY.

Facts developed by the census and prison statistics form a startling comment upon our educational condition, and offer a warning which we shall do well to heed. From the ninth census it appears that the number of illiterate persons in the State of Tennessee, 10 years old and over, is 364,668, of whom 138,955 are between the ages of 10 and 21; the remainder, 225,713, are 21 and over. Of the adults there are of white males 37,713; colored, 55,927; aggregating 93,640 male adults unable to read and write; yet whose votes are as potential for good or evil as those of the wisest men in the State. The total vote at the last election was 120,479, and ignorance cast 93,640 of them. There are in the State, of white women 68,825, of colored women 63,248, who can neither read nor write, making in all of illiterate women, 132,073. There are also in the State, of white children between the ages of 10 and 21, 72,189, and of colored children of the same ages, 66,766, who can neither read nor write.

INCREASE OF ILLITERACY.

Another lamentable fact deducible from the census is, that while the white population has increased but 13 per cent., the increase in the number of white illiterates has been 50 per cent. The number of illiterates among the adults has increased from 71,114 to 106,538. And this illiteracy is to-day increasing in a still greater ratio.

IGNORANCE AND CRIME.

The prison statistics of the State are significant. There are now in the penitentiary 768 persons, of whom 668 can neither read nor write. Of the remaining 100, reported educated, one-half only read and write, and about five have been liberally educated. It has been estimated that the loss to the State by these 768 unproductive persons is \$440 for each one annually, aggregating a sum which would educate in public schools six times the number of inmates. It is easier and less costly to prevent crime than to punish it.

The amount paid out of the State treasury for the conviction and prosecution of criminals for the year ended October 1, 1871, was \$171,542.76. In this is not included damage to property, nor loss of life, nor the extra police force demanded. It is a great responsibility to levy a tax to make useful men and women instead of criminals and paupers of the children of our State; it is a still greater responsibility not to do it.

NECESSITY OF PUBLIC SCHOOLS.

One reason that should arouse our people to the necessity of establishing a good system of public schools is, that without it an industrious, intelligent, and energetic population will not be induced to settle upon its surplus lands. Out of 29,000,000 acres of land in the State, only a little over 6,000,000 are under cultivation. The remaining 23,000,000 are lying idle, contributing nothing to the State, and will hang a dead weight upon its prosperity until they can be tilled and occupied by industrious, intelligent citizens. But such will not settle in a State that offers no facilities for education. An intelligent laborer will annually add, on an average, at least 25 per cent. more to the wealth of the State than an ignorant one. Statistics show that one person in the rigorous climate and poor soil of Massachusetts makes nearly three times as much as one in the rich fields and genial climate of Tennessee.

PREJUDICES TO BE OVERCOME.

The greatest obstacle to be overcome in the establishment of a system of public instruction is the inherited idea that education should be left to private enterprise, and

that property should not be taxed to educate those without means. There is also in some localities a strong feeling against levying a school-tax, because the negroes will share its benefits. Public schools are unpopular also because they have been so inefficient.

SCHOOL LEGISLATION.

The constant changes made in the system by our legislative bodies have created in the public mind a sense of their instability and inefficiency; and the parsimonious appropriations have just been sufficient to interfere with, and, in a measure, break down, all private enterprises. If the educational bill introduced into Congress shall become a law, Tennessee will receive, under that act, about \$130,000, which, with the interest on the school-fund of \$1,500,000, and the sum realized from other sources, will, if supplemented by a small tax, enable the State to maintain a very respectable school system. What is most needed now is unity of action, a livelier interest in educational matters, a larger amount of energy in the school system, and more frequent and reliable statistics from each county. The meagerness of reports is sufficient proof that some other method should be devised to collect the scholastic statistics of the counties.

COUNTY REPORTS.

The whole number of counties in the State is 92, from 81 of which reports have been received; in most cases meager, indefinite, unsatisfactory, and discouraging in every particular.

So far as can be gathered from these reports a school tax has been levied or voted in 37 counties, but sometimes insufficient to accomplish any object. In 44 counties the tax has been voted down or the subject utterly ignored. Commissioners have been appointed in a whole or part of the districts of 54 counties, but these are frequently reported as taking no interest in the matter, and occasionally as resigning or refusing to serve, while in 27 counties no commissioners at all have been elected. Only in 24 counties are schools of any sort reported in existence, and these not in every case free or even public; even when public they seem to be limited to white children. In 32 counties it is definitely stated that there are no schools, and in the remainder it is inferred that this is the case, there being usually no tax and no commissioners. In a few instances schools have been suspended and are to be resumed as soon as convenient or possible. Where schools are taught it is generally for but a short period, sometimes even limited to from one to two months of the year. Only in one county are the schools reported as in a really prosperous condition, and only in two or three counties is the prospect at all hopeful for improvement.

PEABODY FUND.

The agent of the fund reports as follows:

"On the 19th of December last the State teachers' association addressed to me a communication containing the following passages: 'We deem it of the utmost importance that at this juncture an efficient agent should canvass the State and arouse the various counties to action under the present school law. We would respectfully request your consideration of the propriety of appropriating \$1,500, during the year 1872, toward the support of such an agent, to co-operate with the treasurer, who is, *ex officio*, superintendent, and to work under the immediate supervision of the officers and executive committee of the State teachers' association. We are satisfied that in no other way can this amount of money accomplish equal good to the cause of education in this State.'

"This recommendation was finally agreed to, not only on account of its intrinsic merits, but because the resident member of our board of trustees is the president of the association. To guard against any misapplication of the money contributed by us, it was placed at the disposal of our associate above referred to, with the request that he would make such an arrangement with the teachers' association as would, in his judgment, accomplish the greatest amount of good."

An agent was appointed who, in January, was made assistant superintendent of public instruction, which circumstance is itself the best evidence of the wisdom of the course pursued. In March last he made a most valuable report, which was published by authority, for the purpose of being circulated in the State. He says that "The system as it at present exists is utterly devoid of vitality." "Less than thirty counties have levied a tax for school purposes, and in the remainder no action has been taken by the county courts."

The assistance rendered from the fund is as follows: Knoxville, \$2,000; thirteenth civil district, Davidson County, \$1,000; Jonesborough, \$1,000; Greenville, \$1,000; Lookout Mountain normal school, \$1,000; Fisk University colored normal school, \$300; Edgefield, \$300. The understanding with this town was that the assistance should end with

last year, but an unexpected deficiency of school funds occurring, it was considered expedient to make another donation. Four places received donations of \$600 each, one of \$500, ten of \$450 each, thirty-four of \$300 each, and one of \$200; making a total of \$25,400. Reports received from most of these schools give very favorable accounts of their success. Many of them have been held in college or academy buildings, and instructed by a higher order of teachers than is common in the public schools.

ADDRESS BEFORE THE TEACHERS' ASSOCIATION.

At the meeting of the Tennessee Central Teachers' Association, at Murfreesborough, in August, Dr. William Shelton delivered an address upon the relation of public schools to the welfare of the State. He considered the subject especially in its bearing on the present condition of the people of Tennessee. "Tennessee is now trying to adapt herself to the changed circumstances in which she is placed, so as to bring good for her people out of the evil she has suffered." As the great means of securing prosperity, he urged popular education. He maintained that the true principles of political economy demand the education of every child in the State.

"A common-school education for all the children of Tennessee is absolutely indispensable: 1. As a means of increasing our population. Our sources of wealth lie unimproved for the want of population; and immigrants are unwilling to settle in a State where they can not educate their children. 2. As a means of preventing crime. The vast majority of our criminals are men of no education; 87 per cent. of the inmates of the penitentiary in Nashville can not read or write. If the State can diminish the amount of crime by furnishing the means of education to her people, true State policy requires that she shall expend a few thousands to prevent what it requires many thousands to punish. 3. As a means of utilizing labor. Capacity for useful labor is so much productive capital; and as the State increases the capacity of her laborers by educating them, she increases in the same proportion the productive capital of her people. 4. As a means of protecting property. If the people had intelligence enough to make them good citizens, property would be rendered more secure and its value thereby increased. Is it not then the duty of the State, by an efficient system of public schools, to augment the intelligence of the next generation? And if property receives such advantages from the public schools, is it not just and fair that property should be taxed for their support? 5. As a means of perpetuating our free, democratic institutions. An ignorant and degraded people are incapable of governing themselves. The doctrine of universal suffrage, without general education, will inevitably lead to anarchy, and finally to despotism. If we would preserve our free institutions we must educate our people.

"Our legislators plead our impoverished treasury as an unanswerable argument against establishing an efficient system of public schools. They shrink from the idea of increased taxation. They are afraid the people will not bear the necessary tax. The people are willing to bear any tax that they are convinced is necessary to secure their own advantage." "They have been opposed to taxation for public schools, because the taxation is not great enough to make the public schools efficient. They ought not to be taxed for an object that is never received. Let there be an adequate taxation for public schools, or else let public schools be abandoned." "The school-tax need not be very high, no higher than is necessary to put the educational interests of the counties under the supervision of the State, and also to enable the State to make such appropriations to the counties as will induce them to tax themselves. According to the educational bill passed by the last Congress, Tennessee will be entitled to about \$130,000. This, added to the other sources of income to the State for educational purposes, will diminish the amount of taxation for public instruction; so that by a moderate increase in the present rate of taxation, the legislature may do all that is necessary to make our system of public schools efficient." "This will be the most important question that will come before the next legislature. It is earnestly to be hoped that they will lift themselves high enough above mere partisan aims to take the responsibility of doing what they know is for the good of the people."

MEMPHIS.

CONDITION OF SCHOOLS.

The growing popularity of the schools is plainly indicated by the demand for increased accommodations. Commencing in September with 42 rooms, the requirements of the schools rendered it necessary to increase the number to 48. The presence of sickness of various types has militated seriously against the attendance and strength of the schools, but in other respects their condition is in the highest degree satisfactory. The closing exercises of the schools were very creditable.

At the commencement of the session the colored schools required the services of only 8 teachers; but as the season advanced the number had to be increased to 12. It has

been a difficult matter to provide suitable teachers for these schools. The attendance is variable and unsatisfactory.

The per cent. of attendance has been in white schools, 88.04; in colored schools, 80.43. Per cent. of tardiness in white schools, 2.89; in colored schools, 5.18. Cost of maintaining white schools, based on enrollment, \$25.94; based on attendance, \$28.24. Cost of maintaining colored schools, based on enrollment, \$20.86; based on attendance, \$22.52.

SCHOOL BUILDINGS.

During the year a new school building has been completed, at a cost (including furniture and lot) of \$81,500. It contains 12 rooms, each provided with accommodations for 60 pupils. The Peabody building is approaching completion, and will probably be ready for use in September. It will afford sittings for 480 pupils. Cost of building, \$30,000.

NASHVILLE.

CONDITION OF SCHOOLS.

In consequence of the reduction of the school age from 21 to 18, the scholastic population is 1,456 less than last year, but the total enrollment is about the same. The per cent. of attendance on number belonging is 95½ against 93 last year, and on total enrollment it is 66½ against 61. The per cent. of attendance on number belonging is, in white schools, 95.7, and in colored, 93.7; on total enrollment, it is 71 in the former and only 51 in the latter. The per cent. of tardiness of the colored schools is four times as great as that of the white schools. They have, however, made a much better record this year than last.

SCHOOL BUILDINGS.

No funds have been placed at the disposal of the board of education since 1865 for providing buildings to accommodate the increasing number of children. Two government buildings, patched up for temporary purposes, have become utterly worn out, and the city should, within the next year, provide better accommodations for the 400 children now most uncomfortably housed in them. A special tax, sufficient to raise \$25,000, is recommended for this purpose. The other school buildings are in good order.

BRANCHES OF STUDY.

During the past session the study of German has been added to the high-school course. By enactment of the city council, it will be introduced next term into the grammar schools. It is recommended that steps be taken to provide for the systematic teaching of drawing and music.

ADDRESS OF HON. WILLIAM H. STEPHENS BEFORE THE UNIVERSITY OF NASHVILLE.

The annual address before the alumni society of the University of Nashville was delivered by Hon. William H. Stephens, of Memphis, Tennessee. His theme was, "Tennessee, and the duty of her educated sons."

While endeavoring to strengthen the feeling of attachment to the State, he should aim at the same time and by the same means to awaken a deeper interest in behalf of her eldest daughter, the University of Nashville. He sketched briefly the history of the university. The first settlement on the Cumberland was only six years old when, in 1785, its inhabitants procured from the legislature of North Carolina the charter of an academy. This was the first incorporated seminary of learning in the valley of the Mississippi. In 1806 the academy was raised to the rank of Cumberland College, and in 1826 to that of the University of Nashville. Nine years after the creation of this academy, the legislature, in 1794, incorporated Blount College, at Knoxville, now the University of East Tennessee; and at the same session, Greene College, in Greene County; and in 1795, Washington College, in Washington County.

What is the duty, he asked, of educated men toward this university, which is so closely connected with the fortunes of the State, and which should exert so great an influence? He deprecated the general feeling of indifference. In New England, college commencements are subjects of general attention and interest. But when the central university of Tennessee assembles her children to take counsel for the promotion of education in the State, the fact is scarcely known by the mass of the people, and where known excites little or no interest.

Much of the blame of this lies at the door of the educated class of Tennessee. No one feels called upon to speak a word in behalf of our own schools, or to demonstrate the advantages of sustaining within our borders at least one complete university. "Yet it is

undoubtedly the duty of every citizen to endeavor, according to his ability, to make our schools and colleges as useful, as successful, and as perfect as those of any other State. Viewed in the light of a mere business transaction, such a consummation would save to the State a fund sufficient to give a gratuitous English education to every indigent child within her limits. It would cheapen every branch of education, and would save millions to our overburdened people." "Moreover, as a question of wise political economy, it must be granted that the great body of our young men who seek a collegiate education, poor as well as rich, should have the opportunity of being trained together at the same university, so as to measure strength with each other, and to learn by actual contact and intercourse that in this free land there is no other aristocracy than that of individual merit and personal accomplishments."

There is no cause which renders it impossible to maintain in the city of Nashville a university of the highest order of excellence. "The cause of the university is the cause of the State. The prosperity of the one is the prosperity of the other. The university has already emerged from her dim twilight, and, with her 400 students, stands forth in conscious strength. And in regard to the State, it is permitted to us, in the exercise of a reasonable hope, to anticipate the speedy coming of a brighter day."

The number of graduates from the university since 1813 is as follows: In 1816, 1857, and 1871, 2; 1814, 1854, 1858, and 1862, 3; 1835 and 1859, 5; 1813, 1815, 1829, and 1856, 7; 1830 and 1860, 8; 1832 and 1851, 9; 1826 and 1834, 10; 1852 and 1861, 11; 1827 and 1837, 12; 1853, 13; 1842 and 1850, 14; 1828, 1833, and 1840, 16; 1836, 1843, 1846, and 1849, 18; 1835 and 1838, 20; 1839, 1847, and 1848, 21; 1831 and 1845, 22; 1841, 23; 1844, 25. Whole number of graduates from 1813 to 1871, 512. For eight years—1863 to 1870, inclusive—there were no graduates.

LOOKOUT MOUNTAIN EDUCATIONAL INSTITUTION.

The school at Lookout Mountain was closed at the expiration of the academic year, June, 1872, and, in place of the usual annual report, there is presented a brief sketch of its origin, history, and the causes of its discontinuance:

Early in the year 1865, Mr. C. R. Robert, of New York, conceived the plan of establishing a school of high character at some central, accessible point in the South. Several gentlemen, at nearly the same time, independently of each other, were found to be interested in such a project. The plan contemplated a school open to both sexes under the most approved modern methods of instruction, with accessories inviting to persons of refinement, yet at a cost not beyond the reach of pupils dependent upon their own exertions. State patronage, with its political complications; a partisan bias, with its sectional prejudices; a sectarian control, with its incidental exclusiveness; were to be equally avoided. Dependence upon local patronage would give a local character and tone to the school, while the association of minds of both sexes from a wide range of society was regarded as the best condition of a truly liberal education. The growing tendency to a superficial and merely ornamental education was to be firmly resisted.

The summit of Lookout Mountain was selected as a site combining the best advantages. A tract of land, more than two hundred acres in extent, about five miles from Chattanooga, elevated two thousand feet above the sea-level, with fine building-stone near by, was purchased, as were also the buildings erected thereon by the Government. Parts of these buildings were finished and fitted up for school purposes, with accommodations for eighty pupils, the resident officers and their families, at an expense of over \$40,000. A charter from the legislature of Tennessee conferred university privileges, and a name was adopted which would cover whatever departments the future of the institution might demand. The school opened May 15, 1866. The whole number of pupils received was 953, averaging 80 per half-year, with an average of five teachers.

Private gifts of the founder and others, an annual appropriation for the last three years from the Peabody fund, in connection with the normal department, together with certain benevolent and educational society funds, amounting in all to several thousand dollars, have been distributed to students needing assistance. Many of the students are proving their education in the higher institutions, in the professions, and in practical life. A number have begun their preparation for the ministry, and some are already in the field.

It had been the aim of the founder, as soon as the institution should be well organized and placed on a sound financial basis, to transfer it to a board of trust, who would conduct it after the original design. Several causes have combined to defeat this intention. Neither the men nor the money could be secured. Protracted and vexatious litigation has prevented the accumulation of endowments and the erection of permanent buildings. For these reasons Mr. Robert has felt constrained to close the school, sell the property, and transmit the proceeds to the trustees of the Robert College, Constantinople. It is believed that a concentration of funds and effort upon this institution will secure larger results than the separate maintenance of both. The officers, in closing their connection with the Lookout Mountain school, express the belief that its career, though short, has been honorable, and its influence good, wide-spread, and lasting.

FREEDMEN'S NORMAL INSTITUTE.

This institution is the result of a convention held in December, 1871, by the colored citizens of East Tennessee, at the instance of Professor Yardley Warner, of Germantown, Pennsylvania.

Resolutions were offered by several colored men present. The most important of these were carried by an overwhelming majority, and were to the effect that—

1st. The colored people of East Tennessee would have, Providence favoring the enterprise, a teachers' training school, so conducted as to enable those unable otherwise to procure boarding, and to liquidate other contingent expenses, to do so at the expense of the labor of their hands, while at the institution and under instruction.

2d. That the institution should be exclusively for the benefit of the freedmen, and therefore should be called "The Freedmen's Normal Institute of East Tennessee."

Over \$300 were subscribed at the convention, and many white persons of East Tennessee have also offered subscriptions. In all, \$14,000 have been subscribed, of which nearly \$8,000 have been paid in. Liberal subscriptions have been made by some friends in Philadelphia. Aid has also been received from New York, Rhode Island, New Jersey, Ohio, Delaware, Indiana, and England. The subscription of the colored people has reached the amount of \$2,300.

With this subscription list before him, and at the earnest desire of the colored people to commence the work, Professor Warner had plans and specifications prepared for a suitable building, 120 feet long, 36 feet wide, two stories high, with a basement.

Thirty acres of land, suitably situated near Maryville, the county-seat of Blount County, were purchased, at a cost of \$1,000, and deed taken in the name of the trustees of Indiana Yearly Meeting. A barn, 40 by 50, has been built, and 500,000 bricks have been made. The corner-stone of the building was laid August 29, 1872, and it is fairly under way. The whole cost is estimated at \$12,000, and is to be completed by February or March. It is built to accommodate 60 or 70 normal students and 200 day scholars.

After it is completed it is to be conducted by a board of managers, mostly selected from citizens of that vicinity. Great enthusiasm is felt by the colored people in the enterprise. They have done most of the work. All the workmen enter into an obligation to avoid profanity and intemperance.

A circulating library of 400 volumes has been placed in the Maryville institute, for the use of the public; and it is estimated that, through the liberality of several book-p publishers and friends in Philadelphia, nearly \$4,000 worth of school and other books have been gratuitously distributed within the past two years in East Tennessee.

A monthly newspaper, the Maryville Monitor, is published in the interest of the freedmen, education, and religion, and is found to accomplish much good.

The whole expenditure, up to September 17, is reported to be \$7,217.33.

The interest in this work is not confined to any particular religious creed or political faith; all have entered into the work with heart and soul.

UNIVERSITY OF NASHVILLE.

This institution dates its origin more than ten years anterior to the birth of the State of Tennessee, having been founded, incorporated, and endowed in 1785, under the name of Davidson Academy. The collegiate department embraces nine distinct schools. Each student may select the schools he will attend, but must attend at least three. The medical department is rapidly regaining the position it held before the war. The class of last session was the largest for several years. The military department is in successful operation.

MONTGOMERY BELL ACADEMY.

This is the preparatory school of the university, and had its origin in the benevolent request of a late citizen of Tennessee, whose name it bears. It annually supplies gratuitous instruction for 25 students from four counties of the State.

It consists of a high school and grammar school, each having a three years' course. The school aims to prepare young men for business as well as for college.

EAST TENNESSEE UNIVERSITY AND STATE AGRICULTURAL COLLEGE.

The proceeds of the sale of land scrip which fell to the share of the State of Tennessee were appropriated to East Tennessee University, and in 1860 a college of agriculture and the mechanic arts was established. The work has been prosecuted in the face of unexpected difficulties, resulting especially from the delay in the payment of accrued interest on bonds constituting the endowment. These obstacles have been to a considerable extent removed, and the success of the enterprise is certain, if it only has the hearty and generous co-operation of the legislature and the people.

The standard of attainments for admission to the agricultural and mechanical courses has heretofore been considerably lower than for admission to the classical course. In the incipient stages of the departments this has seemed an unavoidable evil. The faculty are, however, of the opinion that the scientific courses should be such that students completing them shall have gone through as thorough a course of study as those who graduate from the classical course. The requirements for admission to these two will, therefore, be raised materially. A preparatory department is connected with the university. The college is under military discipline.

FISK UNIVERSITY.

In January, 1866, the American Missionary Association and Western Freedmen's Aid Commission founded in Nashville, Tennessee, the Fisk School. In August, 1867, a charter, as Fisk University, was secured, and the academic and normal departments were opened the following September. In June, 1871, a college course was established and a class admitted.

The courses of study already established are the college, the college preparatory, the theological, the higher normal, and the common-school normal. Other courses, including medicine and law, will be added as may be required. A model school is connected with the normal school. Students in the normal and preparatory courses are required to take book-keeping. The graduates of the normal school have, as a rule, obtained good positions as teachers. The demand for them is in excess of the supply.

The great wants of the institution are permanent and commodious buildings on a permanent site, and endowments. At present the salaries of its teachers, as well as its current expenses beyond its income, are paid by the American Missionary Association. Without a permanent fund, from which a continual income is obtained, it can not rest on a solid basis. The trustees of the Peabody fund have for some time past given aid to needy and worthy students preparing themselves for teaching. It is expected that this will continue.

The Jubilee Singers have, by concerts given during the year, raised the sum of \$20,000 toward the erection of a building to be called "Jubilee Hall."

The privileges of the university are offered alike, without distinction of race or sex. Students may defray a portion of their expenses by labor in the city or institution.

CUMBERLAND UNIVERSITY.

This comprises the following departments: Collegiate, theological, law, medical, a commercial school and an engineering school. Several courses of elective studies are provided. The course in the law school has been condensed so as to allow gentlemen to graduate in two sessions of five months each. The medical department, located in Memphis, became a branch of the university in 1871.

Camp Blake, an institution organized in connection with the theological department, in September, 1868, for the gratuitous instruction of candidates for the Presbyterian ministry, continues in successful operation.

WEST TENNESSEE COLLEGE.

This comprehends four departments of study, each complete in itself, and furnishing together, by easy transition, a consecutive course of 10 years; the primary school, the grammar school, the academy, and the college. An elective course is permitted. Students pledging themselves to teach for five years after graduation receive tuition free. The college is under military discipline.

KING COLLEGE.

This college has only been in operation three years. Of the 11 graduates sent forth, 10 are engaged in the work of the ministry. The course of study prescribed is equal to that of the best colleges. One professorship has been endowed by Holden Presbytery with \$25,000, the interest of which alone is to be used. Two other presbyteries have engaged to raise a like amount. These presbyteries will be entitled to nominate the men who shall fill the chairs which they endow.

MARYVILLE COLLEGE.

This was founded in 1819 by the Rev. Isaac Anderson, D. D., who was its president for thirty-eight years. The college was in continuous operation from its beginning up to the spring of 1861, when its work was suspended by the war, but resumed again in 1863. More than 120 of its graduates are in the profession of the ministry.

Its work has been accomplished with very limited means. Young ladies are admitted to all the classes in the college.

EAST TENNESSEE WESLEYAN UNIVERSITY.

The course of study comprises classical, scientific, and preparatory departments. A normal school for the training of teachers will be opened whenever a sufficient number of students apply to justify the additional expense. The institution is open to both sexes.

MARY SHARP COLLEGE.

In the work of giving to women a truly liberal education, this college claims to be a pioneer. At the time of its foundation it is believed there was no school in existence which offered to women a course of study so nearly commensurate with that of colleges for young men, as was then, and still is, insisted upon at this institution, in order to obtain the honors of the college. More than 100 graduates of the college are now engaged in teaching. The institution is sustained without endowments.

TENNESSEE TEACHERS' ASSOCIATION.

At the meeting of the Tennessee Teachers' Association, Hon. James Whitworth presiding, an interesting debate upon "Normal schools" followed a lecture on this subject by Professor B. W. McDonald, of Cumberland University. General E. Kirby Smith thought good normal schools constituted the basis of every system of public instruction. Captain Donelson, superintendent of the public schools of Davidson County, reported 83 schools, 60 white and 23 colored, in operation in the county.

The committee on the school fund reported that the fund originally amounted to \$1,500,000, from which accrued annually \$100,000, which were annually appropriated for common schools until and including 1861; and that, as there had been no interest paid since that date, there was now an amount of \$900,000 of accrued interest, which, by the constitution, should be appropriated to the superintendent of common schools.

A committee of five was appointed to report some feasible plan whereby Tennessee might secure the advantages of normal schools.

Professor A. L. Mint gave an address on "The necessity of the professional teacher," and was followed by Professor Baldwin, who thought teachers should have as much liberty accorded to them as is allowed to the profession of law or medicine. On motion of Professor Baldwin, a resolution was adopted for appointing a committee of three members of the association, who are actually engaged in teaching in public schools, to consider what legislation, if any, is needed to protect the rights of teachers, and report at the next annual meeting.

At the closing session, addresses were given by Professor McDonald, who claimed that Tennessee could educate her youth more economically in public than in private schools; and by Professor Baldwin, who extolled the work of education as equal to any other in importance; he expected, by training youth in his school for the responsible duties of citizens, to aid the State in all enterprises looking to her welfare.

Other addresses were made by Professor A. R. Spence, of Michigan, Professors Phelan and Stobey, and Dr. Stout.

Officers elected: President, Hon. James Whitworth, with a number of vice-presidents, and an executive committee of three.

The next meeting of the association is to be held at Knoxville.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Tennessee was the ninth State in population, having 1,258,520 inhabitants within an area of 45,600 square miles, an average of 27.60 persons to the square mile. This population consisted of 936,119 whites, 322,331 colored, and 70 Indians. Of these, 1,239,204 were natives of the United States, and 19,316 were foreign-born. Of the native residents, 766,997 whites, 260,630 colored, and 26 Indians were born within its borders, while of the foreign residents 4,539 were born in Germany, 2,085 in England, and 8,048 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 120,710 persons attended school, and of these 141 were foreign-born. Of the 110,314 white scholars, 58,524 were males and 51,790 females. Of the 10,391 colored pupils, 4,938 were males and 5,453 females. Five male Indians were also reported.

Illiteracy.—There were 364,697 inhabitants of all races, 10 years old and over, unable to write, and of these 1,742 were foreign-born.

Age and sex of illiterates.—Of the 178,727 white illiterates 38,878 were from 10 to 15 years old, and of these 20,887 were males and 17,991 females; 33,311 were from 15 to 21 years old, and of these 15,962 were males and 17,349 females; 106,538 were 21 years old and over, of whom 37,713 were males and 68,825 females. Of the 185,952 colored illiterates 31,632 were from 10 to 15 years old, and of these 16,407 were males and

15,225 females; 25,134 were from 15 to 21 years old, of whom 16,299 were males and 8,835 females; 119,186 were 21 years old and over, of whom 55,938 were males and 63,248 females. Nine male and 9 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,794, having 3,587 teachers, of whom 2,440 were males and 1,147 females, to educate their 125,831 pupils, of whom 65,979 were males and 59,852 females.

Amount and source of educational income.—The total income of all the educational institutions was \$1,650,692, of which \$79,100 were derived from endowment, \$629,461 from taxation and public funds, and \$942,131 from tuition and other sources.

Public schools.—The 1,932 public schools, with 2,141 teachers, 1,579 males and 562 females, were attended by 82,970 pupils, of whom 43,600 were males and 39,370 females. To educate these they possessed a total income of \$683,008, of which \$1,100 were derived from endowment, \$580,416 from taxation and public funds, and \$101,492 from other sources.

Colleges.—The 51 colleges, with 225 teachers—140 males and 85 females—had an attendance of 5,579 students, of whom 3,082 were males and 2,497 females. They possessed a total income of \$288,950, of which \$63,540 were derived from endowment, \$4,110 from taxation and public funds, and \$221,300 from other sources, including tuition.

Academies.—The 152 academies, with 391 teachers, 208 males and 183 females, were attended by 12,793 pupils, of whom 6,418 were males and 6,375 females. They possessed a total income of \$247,445, of which \$5,160 were derived from endowment, \$6,135 from taxation and public funds, and \$236,190 from other sources, including tuition.

Private schools.—The 624 day and boarding schools had 740 teachers, of whom 461 were males and 279 females, and were attended by 22,461 pupils, of whom 11,815 were males and 10,646 females. They possessed an income of \$303,215, derived from tuition and other sources.

Libraries.—There were 773 public libraries, containing 204,713 volumes, and 2,732 private libraries, with 597,399 volumes; making in all 3,505 libraries, containing 802,112 volumes.

The press.—The 91 periodicals had an aggregate circulation of 225,952 copies, and an aggregate annual issue of 18,300,844 copies.

Churches.—Of the 3,180 churches 2,842 had edifices, with 878,524 sittings, and the church property was valued at \$4,697,675.

Pauperism.—Of the 1,332 paupers 966 were native whites, 314 native colored, and 52 foreign-born.

Crime.—Of 991 persons imprisoned June 1, 1870, 342 persons were native whites, 560 native colored, and 79 foreign-born.

Age and sex of population.—Of the total population 429,592 persons were from 5 to 18 years old, and of these 217,922 were males and 211,670 females; 890,872 were 10 years old and over, of whom 436,154 were males and 454,718 females.

Occupations.—There were 367,987 persons of these ages engaged in various occupations, of whom 322,585 were males and 45,402 females; 267,020 were engaged in agricultural pursuits, of whom 237,953 were males and 19,067 females; 54,396 in personal and professional services, of whom 30,077 were males and 24,319 females; 17,510 in trade and transportation, of whom 17,417 were males and 93 females; 29,061 in mechanical and manufacturing and mining industries, of whom 27,138 were males and 1,923 females.

Age and sex of working population.—Of the 367,987 employed persons 41,456 were from 10 to 15 years old, of whom 34,091 were males and 7,365 females; 303,655 were from 16 to 59 years old, and of these 268,463 were males and 35,192 females; 22,876 were 60 years old and over, of whom 20,031 were males and 2,845 females.

TEXAS.

TEXAS.

[From the report of Hon. J. C. De Gress, State superintendent of public instruction, for the fiscal ended August 31, 1871, and supplementary report to December 10, 1871.]

PERMANENT SCHOOL FUND.

Specie	\$1, 1
United States currency	9
Six per cent. bonds of the United States.....	61, 0
Five per cent. bonds of the United States.....	49, 0
Six per cent. State bonds	320, 3
Five per cent. State bonds	82, 1
Six per cent. railroad bonds.....	1, 753, 3
Total	2, 267, 9

In the above item of "Six per cent. railroad bonds" the amount of \$295,800 in l of the Houston and Brazoria Railroad Company is included. That road has sold by the governor for about \$130,000, which renders the \$295,800 in bonds virt null. That amount, therefore, is to be taken from the total, and \$130,000, the pro of the road, added.

AVAILABLE SCHOOL FUND.

The available school fund, liable to appropriation, is declared by the school act all interest which has accrued, or may hereafter accrue, to the school funds from roads or otherwise since March 31, 1870; one-fourth of all the *ad valorem* and oc tion taxes assessed since that date, the poll tax, and such other taxes as have be may be provided by law for the support of public schools. This fund, as show comptroller's report, August 31, 1871, is as follows:

Balance on hand in specie.....	\$62, 0
Balance on hand in currency.....	74, 0
Total	136, 0

SCHOOL APPROPRIATION.

The twelfth legislature, at its first session of 1871, appropriated as follows fo period ended August 31, 1871:

For salary and expenses of superintendent of public instruction.....	\$1, 3
For salaries of teachers and employes.....	50, 0
For stationery, printing, school-books, and apparatus for public schools	10, 0
Amount of appropriation expended up to August 31, 1871	15, 1

SCHOOL STATISTICS.

Scholastic population, white males	7
Scholastic population, white females	6
Scholastic population, colored males.....	2
Scholastic population, colored females.....	2
Total scholastic population, from county returns.....	19
Number upon which apportionment was made from the United States census returns	22
Number of pupils in public schools.....	6
Average number of pupils to a school.....	
Average appropriation per child.....	
Number of teachers.....	
Number of teachers' certificates issued to December 10, 1871.....	
Number of graded schools.....	
Whole number of schools.....	
Number of school directors in 123 counties.....	
Number of school (judicial) districts.....	
Number of supervisors of districts.....	

five thousand three hundred and twenty-seven dollars and five cents of available funds were, from time to time, during the existence of the rebellion, withdrawn from the school fund and expended, most of it under the direction of the military board.

"But fraudulent legislation or corruption can not again reach the heritage that is the endowment of the school fund. A higher law, which shields this fund with national care, has been enacted by Congress, and only through the National Government itself can its permanency hereafter be affected." The "act to admit the State of Texas to representation in the Congress of the United States," approved March 30, 1870, contains these words: "The constitution of Texas shall never be so amended or changed as to deprive any citizen or class of citizens of the United States of the school rights and privileges secured by the constitution of said State."

Out of thirty-seven States Texas ranks seventh in the possession of a large permanent school fund; this now amounts to \$2,670,798.12.

SCHOOL TAX.

The collection of the 1 per cent. tax levied in the different counties by the boards of school directors promises to be accompanied by many difficulties. In December, 1871, it was found necessary to pass a law providing that any officer who shall fail to assess and collect such taxes shall be guilty of a misdemeanor.

GRADATION OF SCHOOLS.

The gradation of schools and teachers' pay proved a difficult and delicate matter, but has been so adjusted that every part of the State shares alike in the benefits of the public free schools. Special provision was made for settlements on the frontier, and others, where the population was small in numbers and widely scattered. The minimum number for which a teacher could draw third-class pay was placed at 20 in such settlements, and is a provision far more liberal than that of any other State in the Union.

SCHOOL BUILDINGS.

While nearly every other State of the Union has its public school-houses and colleges that are State or corporation property, Texas had, when this system was inaugurated, not more than one or two, and those of small capacity. It was decided to lease buildings until such time as the State or counties were able to provide for building them. In 386 instances a merely nominal rent of \$1 has secured a school-house. "And it is with pride that I thus record the public spirit shown, and the liberality of those who evince their willingness to foster and encourage the educational interests of the State.

"In other communities, where opposition to free schools found a strong foothold, buildings that were for rent have been refused for school purposes; while in others the speculative propensities of lessees have evinced themselves in the high charges made for the use of their buildings."

It is to be regretted that a bill introduced at the last session of the legislature, to provide for the building of school-houses throughout the State, without entailing upon the people burdensome and immediate taxation, did not become a law. The character of buildings leased as school-houses is very poor, lacking space, convenience, furniture, and, what is of greater importance than all, proper ventilation.

SCHOLASTIC TERMS.

The scholastic year has been divided into three terms. The first to commence September 4, and to close December 1. The second term to commence December 11, and to close March 19, with a vacation from December 23 to January 2, both days inclusive. The third term to commence April 1 and close June 23. This division gives teachers full opportunities to complete their quarterly reports, and in other ways possesses advantages for both teachers and scholars.

SCHOLASTIC CENSUS.

It is feared that the present law directing the compiling of the scholastic census statistics has proved and will continue to prove inoperative. The returns lack that accuracy so requisite in guiding the distribution of funds to the different counties. Steps should be taken before the next appropriation to have the scholastic census perfected, and such penalties attached as will insure full and accurate returns from every part of the State.

SUPERVISORS.

The employment of thirty-five supervisors was a necessity in the organization of schools, but economy suggested a reduction in number as soon as headway was made in opening schools. The superintendent extends to these supervisors his thanks for their "uniform zeal, ability, and discretion in managing the affairs of their respective districts." Their districts were large, the means of transportation expensive and fatiguing, their duties onerous. Undaunted by any obstacles, they have performed their duties in the most satisfactory manner, and, above all, they are to be complimented for the patience and courtesy with which they have withstood the opposition of the enemies of public schools.

SCHOOL DIRECTORS.

In the matter of selection of school directors much difficulty has been experienced. A commendable spirit has been shown in some counties, by the best citizens accepting the office of school director, which offers no emoluments, but a decided degree of responsibility and considerable labor; but in others sectional feeling has operated to such an extent that it was impossible at first to obtain a sufficient number of citizens to act as a board of directors.

Great difficulty has been experienced in keeping directors to the strict limit of the rules and regulations and the provisions of the circulars of instruction issued from the superintendent's office. This is manifested in an extraordinary degree in the matter of levying the school tax. In some counties board after board of directors have resigned their positions under the pressure of political influence brought to bear by opposing factions, the proceedings of a so-called tax convention at Austin making it a part of their programme to invite the non-payment of this tax. In a State with but a few hundred miles of railroad, the inconveniences of travel, coupled with its expense, operate against the frequent convening of boards of directors. This accounts for much that should have been done in their districts remaining undone.

PRINCIPALS.*

In the second scholastic term approaching, an increase in the number of schools, and consequently of teachers and pupils, can be expected. The reduction of the number of supervisors from thirty-five to twelve may necessitate the employment of principals in our State, which will throw the work of grading schools and making the examination of classes, as prescribed in the law, on them. Teachers, following the law of self-interest, are liable to push scholars beyond their actual capacities in enlarging the first or second classes, so as to draw larger salaries. This evil the employment of principals will remedy, and they will, in this feature alone, be able to save to the State yearly many thousands of dollars—more than sufficient to pay the salaries allotted to them.

EXAMINERS.

The small appropriation made for the purposes of examination rendered it impossible to appoint boards of examiners for each county, and it was decided to appoint traveling boards of examiners, whose powers should extend to several districts. The results of this arrangement have been most happy. Three thousand six hundred and eighty-seven certificates have been issued and 1,337 applicants rejected. The number of examinations is still very large. The certificates issued are chiefly of the second, third, and fourth grades.

TEACHERS.

The teachers selected in the different districts are giving complete satisfaction both to the department and to the parents and guardians of pupils. In some localities they are subject to such persecutions as malice and political bias of opinion can invent.

Owing to the sparse population of some districts, and the distance that some scholars would have to travel to reach the nearest graded school, it has been deemed expedient to authorize a school, or fourth class, in which all the primary branches are taught, and young children can attend without being under the necessity of walking three or four miles. The rate of pay for fourth-class teachers has been fixed at \$35 a month, and the selection of such teachers fills a vacancy that was keenly felt in the less populated districts of the frontier and coast counties.

Assistants are also provided for where pupils to the number of fifteen more than the minimum number prescribed for one teacher attend a public school. Their pay is fixed at \$1.50 per month for every scholar of the fifteen and over.

* The report speaks of the "principal of a county," or of "one or two counties," so this office would seem to correspond with that of "county superintendent" in the Northern States, rather than with that of "principal of a school."

EQUAL COMPENSATION TO MALE AND FEMALE TEACHERS.

In the matter of equal compensation to male and female teachers, Texas has taken a stand that places her in advance of a majority of the States of the Union. The experience of all States has proved that as educators women are fully as efficient as men; in the matter of primary education they are far preferable. There is no shadow of reason why a faithful and competent female teacher, subject to the same expenses as a male teacher in supporting herself, should be wronged by an act of partiality in the important consideration of pay. The drawing of lines of distinction is simply a relic of barbarism.

TEACHERS' CONVENTIONS.

The superintendent urges the importance of holding teachers' conventions, especially in a State where, for want of a system of normal schools, the most approved methods of teaching can not receive such attention as they otherwise would. It is suggested that such a convention be called by the board of education.

TEXT-BOOKS.

The text-books adopted by the board of education are giving universal satisfaction and are rapidly being introduced into the schools of the State. In the introduction of a uniform system of school-books, the State has been saved the annoyances which result from leaving the selection of these to the counties. Scholars who, by change of residence, are transferred from one school to another, find the same texts, treated in the same familiar way, and are able to go on with their studies without mastering new definitions. In the matter of economy the saving to the people is immense.

LANGUAGES IN SCHOOLS.

The large proportion of citizens of German and Spanish birth and descent in the State rendered necessary the introduction of a rule providing for instruction in the French, Spanish, and German languages. Under its provisions teachers are permitted to teach these languages in the public schools, provided the time so occupied shall not exceed two hours each day. This provision has met with much favor throughout the State, as it brings children of scholastic age, of foreign birth or descent, into the public schools, while otherwise they would be subject to the expense of supporting private schools. Great difficulty is experienced in finding teachers fully conversant with these languages, and at the same time up to the required standard in other branches. What few are found deem themselves entitled to extra remuneration for instruction in languages, which, in view of the liberal provision already made for teachers, the superintendent has not felt at liberty to grant.

NIGHT SCHOOLS.

Privilege has been extended to teachers of public schools to open night schools, and use the school-houses of their respective districts for that purpose. This privilege is accompanied by a proviso that attendance upon such night schools does not exempt children of scholastic age from attending public day schools the required four months in the year. But little progress has been reported by teachers in opening night schools, though it is believed they would be largely attended if the system was duly inaugurated and proper publicity given to the announcement of their organization.

PRIVATE SCHOOLS.

A positive indication of the success of the free-school system is found in the daily applications from persons controlling private schools, offering to reorganize under the present free-school law. Among these applications are many from teachers of experience, who express themselves in decided approval of our public-school system. The number of private schools is becoming gradually less, few people being so blind to their own interests as to incur the expense of from thirty to fifty dollars per year for a child at a private school and pay the assessed taxes besides, when the public schools are fully equal in every respect to the best of private schools.

EDUCATION OF THE COLORED RACE.

Schools for colored children have been opened all over the State, and are crowded to overflowing with children who evince an eager thirst for knowledge that augurs well for the future of the race. The problem that agitated the southern mind a few years

ago, of what would be the future of the colored people, is settled, for education will make them self-reliant, self-supporting, and valuable citizens. They enter into the educational work before them with a zest that bespeaks their full understanding of its importance. Where it has been impossible to lease buildings for school-houses, they have offered their churches, and in many instances have clubbed together and put up buildings for the purpose.

The greatest difficulty experienced in giving them the benefits of the law has been in procuring teachers for them, few persons having the nerve and hardihood to meet the continual insults, the social ostracism, the threats of injury, and all the annoyances to which teachers of colored schools are subject. Some few teachers have braved all this and conquered; but in other cases insult and intimidation have done their work, and the schools are closed for want of teachers. In some communities teachers of colored schools have been unable to procure board or even lodging; in other instances they have been dragged from their houses at night and whipped; others, going to their school-houses in the morning have found them a heap of ashes.

This state of affairs can be remedied in every community by the citizens frowning upon such violations of law, but they will not do it till they begin to feel that their interest demands it. It is recommended that a law be passed assessing communities where school-houses are burned with the expense of a new one, and midnight incendiarism will soon cease. Let a provision of that law allow an action for damages to be entered against the people in places where teachers are outraged by midnight whippings or other bodily injury, and this phase of Ku-Klux management will also disappear. Something must be done speedily to remedy these evils, and give to the colored people full protection in person and property in their educational rights.

ILLITERACY.

The statistics of illiteracy show this State in an unenviable light. Of illiterate persons 10 years old and over, the census returns show, of whites, 70,895; of colored persons, 150,617. The division of male and female illiterates is nearly equal: of males, 110,448; of females, 111,064; and the aggregate is 27 per cent. of the population. Add to this the number of children between the ages of 6 and 10 who have received no education, and we have a result alarming in its proportions and truly significant of the cause that reveals such an exhibit of crime.

CRIME.

Of the exhibit of homicides in the thirty-seven States of the Union, Texas shows more than double the number of any other State for 1870. Only four other States reach the number of 100. The highest of these is Louisiana, with 128; while the number reported in Texas is 323.

COMPULSORY EDUCATION.

"With the statistics of crime and illiteracy in Texas, as warning of the shoals over which our ship of state has been strained and weakened, we should be earnest in the support and advocacy of the compulsory feature of our school law, which strikes at the eradication of our greatest evils." The law requires that all children of suitable age shall attend some school for four months in the year. Sufficient time has not elapsed to give any experience of the workings of this feature of the school law.

SECTARIANISM AND POLITICS IN PUBLIC SCHOOLS.

Great care has been taken to secure the public schools from the introduction of any sectarian or political influence, and notice of any such attempted exercise of religious or political bias has met with the prompt discharge of the offending teacher.

PEABODY FUND.

The sixth report of the agent of the fund contains the following with regard to this State:

"The school fund, after being sadly plundered, is still larger than that of any Southern State, being \$2,285,279. The number of children of school age in the State is, according to the imperfect returns recently made, 227,615. Of these 63,504 (increased to about 90,000 April 5) have been already brought into the public schools.

"The superintendent in a letter says: 'I can not sufficiently thank you for your kind suggestions concerning the donation intended for this State. I commend the wisdom of the plans proposed, and shall enter into a hearty co-operation with you in executing the same.'"

CONDITION OF SCHOOLS AT THE CLOSE OF THE YEAR 1872.

A letter from the superintendent, dated December, 1872, says: "At present there are comparatively few injunctions restraining the collection of the school tax as provided for by the twelfth legislature, and in two of the counties where such injunctions stand, the people, with but few exceptions, refuse to take advantage of them, and willingly and cheerfully pay the tax. In fact, throughout the whole State, there is a strong feeling favorable to public schools. The counties have built many school-houses out of the proceeds of the 1 per cent. tax, and a very liberal spirit is evinced on the part of many citizens in the donation of school sites and buildings for educational purposes.

"The number of pupils enrolled in the schools averages about 115,000. In the grading much improvement is noticeable. The duties of officers having one, two, or three counties in charge have been so modified as to make it incumbent on them to personally visit, report upon, and grade every school at least once in every two months. The consequence has been a large reduction of expenses, and selection of the better teaching material at hand.

"Regarding the compulsory features of our law, I can as yet say nothing definite. Sufficient time has not elapsed to speak advisedly of its workings."

We have teachers' institutes organized in seventeen counties, and a State teachers' institute, whose officers are constantly busy in endeavoring to further the cause of education by the dissemination of useful information. An educational journal has been established in the State.

This year we will be entitled to a considerable sum from the Peabody fund, for we have many schools that, in every respect, fulfill the requirements of the trustees in order to receive aid.

The whole expenditure for 1871-'72 amounts to \$1,217,101.48. Of this there were received from the State appropriation, \$477,633.44; from county taxation, \$739,468.04.

The amount expended for salaries of teachers and employes was \$1,066,604.26; for the purchase and building of school-houses, \$18,435.33, and for rent of school-houses, \$64,866.25.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Texas was the nineteenth State in population, having 818,579 inhabitants within an area of 274,356 square miles, an average of 2.98 persons to the square mile. This population consisted of 564,700 whites, 253,475 colored, 379 Indians, and 25 Chinese. Of these 756,168 were natives of the United States, and 62,411 were foreign-born. Of the native residents 254,091 whites, 134,306 colored, 109 Indians, and 4 Chinese were born within its borders, while of the foreign residents 23,985 were born in Germany, 2,037 in England, and 4,031 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 65,205 persons attended school, and of these 821 were foreign-born. Of the 61,010 white scholars, 31,598 were males and 29,412 females. Of the 4,189 colored scholars, 2,045 were males and 2,144 females; 1 male and 5 female Indians were also reported.

Illiteracy.—There were 221,703 inhabitants of all races, 10 years old and over, unable to write, and of these 18,369 were foreign-born.

Age and sex of illiterates.—Of the 70,895 white illiterates, 19,919 were from 10 to 15 years old, and of these 11,171 were males and 8,748 females; 13,626 were from 15 to 21 years old, and of these 7,144 were males and 6,482 females; 37,350 were 21 years old and over, of whom 17,505 were males and 19,845 females. Of the 150,617 colored illiterates, 27,689 were from 10 to 15 years old, and of these 14,323 were males and 13,366 females; 28,110 were from 15 to 21 years old, of whom 13,070 were males and 15,040 females; 94,818 were 21 years old and over, of whom 47,235 were males and 47,583 females; 114 male and 77 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 548, having 706 teachers, of whom 600 were males and 106 females, to educate their 23,076 pupils, of whom 12,244 were males and 10,832 females.

Amount and source of educational income.—The total income of all the educational institutions was \$414,880, of which \$760 were derived from endowment, \$15,230 from taxation and public funds, and \$398,890 from tuition and other sources.

Colleges.—The 4 colleges, with their 18 teachers—16 males and 2 females—had an attendance of 425 students, of whom 319 were males and 106 females. They possessed a total income of \$14,500, of which \$400 were derived from endowment and \$14,100 from other sources, including tuition.

Academies.—The 3 academies, with 32 teachers—12 males and 20 females—were attended by 290 pupils, of whom 170 were males and 120 females. They had an income of \$3,500, derived from tuition and other sources.

Private schools.—The 535 day and boarding schools had 649 teachers, of whom 567

were males and 82 females, and were attended by 22,276 pupils, of whom 11,690 were males and 10,586 were females. They possessed a total income of \$381,330, of which \$360 were derived from endowment, \$480 from taxation and public funds, while \$380,490 were derived from other sources, including tuition.

Libraries.—There were 135 public libraries, containing 25,018 volumes, and 320 private libraries, with 62,093 volumes; making in all 455 libraries, containing 87,111 volumes.

The press.—The 112 periodicals had an aggregate circulation of 55,250 copies, and an aggregate annual issue of \$4,214,800 copies.

Churches.—Of the 843 church organizations 647 had edifices, with 199,100 sittings, and the church property was valued at \$1,035,430.

Pauperism.—Of the 202 paupers 73 were native whites, 104 native colored, and 25 foreign-born.

Crime.—Of 732 persons imprisoned June 1, 1870, 237 were native whites, 365 native colored, and 130 foreign-born; 260 persons were convicted during the year.

Age and sex of population.—Of the total population 284,851 persons were from 5 to 18 years old, and of these 145,184 were males and 139,667 females; 571,075 were 10 years old and over, of whom 297,356 were males and 273,719 females.

Occupations.—There were 237,126 persons of these ages engaged in various occupations, of whom 208,529 were males and 28,597 females; 166,753 were engaged in agricultural pursuits, of whom 152,722 were males and 14,031 females; 40,832 in personal and professional services, of whom 27,168 were males and 13,714 females; 13,612 in trade and transportation, of whom 13,576 were males and 36 females; 15,879 in mechanical and manufacturing and mining industries, of whom 15,063 were males and 816 females.

Age and sex of working population.—Of the 237,126 employed persons, 17,760 were from 10 to 15 years old, of whom 13,544 were males and 4,216 females; 210,387 were from 16 to 59 years old, and of these 186,697 were males and 23,690 females; 8,979 were 60 years old and over, of whom 8,288 were males and 691 females.

SCHOOL OFFICIALS.

STATE BOARD OF EDUCATION.

Governor E. J. Davis, Austin; Attorney-General William Alexander, Austin; Hon. J. C. De Gress, Austin.

Hon. J. C. DE GRESS, *superintendent of public instruction.*

SCHOOL INSPECTORS.

District.	Inspector.	Post-office address.
First district	Charles Parker	Houston.
Second district	A. T. Monroe	Crockett.
Third district	A. D. Tinsley	Henderson.
Fourth district	W. A. Ellett	Clarksville.
Fifth district	David Mackay	Dallas.
Sixth district	A. G. Stobaugh	Benham.
Seventh district	Thomas Ford	Waco.
Eighth district	J. W. Shafter	Austin.
Ninth district	W. D. Carey	Seguin.
Tenth district	A. Zoeller	Bourne.
Eleventh district	J. W. Talbot	Georgetown.
Twelfth district	A. J. Bennett	Brownsville.

VERMONT.

[From report of Hon. John H. French, secretary of the board of education, for the school year 1872.]

TEACHERS' INSTITUTES.

A comparison of the institute statistics for the past three years indicates a growing interest in these important educational auxiliaries, which is in the highest degree encouraging. In 1870 the total membership was 1,165; in 1871 it increased to 1,177; and in 1872 to 1,262. The total attendance at the institutes of 1872 was 4,611 days. The average attendance in 1872 was 73 per cent., against 65½ per cent. in 1870. There were 54 town superintendents present in 1872 against 44 the year previous. The prominent obstacles to greater usefulness are: 1. Indifference of superintendents. Of the 229 superintendents in the counties in which institutes have been held the past year, only 54 were present, and some of these but a single day. 2. Indifference of some teachers. Although the attendance increases from year to year, yet the total annual enrollment has not reached more than one-third of the teachers employed in the State. 3. Opposition of prudential committees. In some instances committees have forbidden their teachers to attend, and the opposition is growing stronger every year, principally from the fact that the discontinuance of a school for five days involves a loss of the public money, which is divided, "in proportion to the aggregate attendance," among the various school districts. To obviate this trouble, it is recommended that the terms of county institutes be reduced to two days; that teachers attending the institutes be authorized to give as the attendance of those two days the daily average attendance for the term, thus securing the district against loss of public money; that three State institutes be held annually, in different parts of the State, during the spring and fall, when but few schools are in session; and that the examination of teachers for institute certificates be confined to these State institutes and to the teachers who attend them through the entire session.

EXAMINATIONS OF TEACHERS.

The statistics of teachers' institutes show that the proportion of those passing the institute examinations has increased 38 per cent. in six years. In the last two years the increase has been 15 per cent., notwithstanding the higher standard of qualification adopted by the amendment of 1870. The opinion has been expressed that the additional requirements of this amendment make the law unjust to the teachers of the State. The secretary reviews the method of examining teachers, and shows that some of the requirements are hardly up to the standard of other States mentioned. He regards this law as making "a 'new departure' in the educational affairs of the State." "It was regarded with favor by superintendents, progressive teachers, and the active friends of common schools throughout the State; and an interest greater than had been known for many years at least, if ever before, was awakened on the subject of qualifications of teachers." One of the most noticeable results of the enforcement of this law is the largely increased attendance at normal and high schools of young persons who are fitting themselves to become teachers.

TEACHERS' ASSOCIATIONS.

The annual meetings of the Vermont State Teachers' Association have done valuable service to the cause of education in the State. The attendance of teachers and others was large; the addresses and discussions were full of interest; and the proceedings reflected credit upon the association, and gave renewed courage to the teachers present. Five county teachers' associations have been organized. Four of these meet annually and one semi-annually.

NORMAL SCHOOLS.

There are three normal schools in the State, supported at an expense to the State of \$3,000 per annum. These schools have been steadily improving in the quality of their work, and they accomplish as much as could reasonably be expected of institutions no better endowed. The board of education recommend a larger appropriation for each of them. The benefits resulting from the action of the board, under the enactments of 1870, are seen in the greater maturity of the students, and the advance in the grade of scholarship.

UNIFORMITY OF TEXT-BOOKS.

The law requires the use, in all the schools of the State, of the text-books selected by the board of education. This selection is to be made once in five years. During the present year a selection has been made of text-books to be used in the schools for five years from November 1, 1873. Guyot's Geography, French's Arithmetics, Greene's English Grammars, and the New American Readers are substituted for the books now in use. It is recommended by the board of education that physiology, vocal music, and elementary drawing be added to the list of studies, and that the board be authorized to select suitable text-books upon these subjects, and also to adopt a text-book on civil government, and some uniform system of penmanship.

THE TOWN OR MUNICIPAL SYSTEM.

The secretary strongly advocates the "town system," as provided for in the law of 1870. "It has not had a fair, impartial trial. A constant, persistent, active opposition to the law has been kept up in the towns where it has been adopted, evidently for the purpose of making it so unpopular as to cause its repeal by the general assembly." It is admitted that there are objectionable features in the law, which it is very desirable to have modified: 1. The lack of any provision whereby a town may, after a trial of the system, have the opportunity to vote whether it will continue this or return to the district system. 2. The people of a town have no voice in determining the number of primary schools that shall be maintained in the town. 3. The difficulties that are found in attempting to equalize the value of the district property, under the provisions of the law. It is the opinion of many that, if these objectionable features could be done away with, many towns would, in the coming two years, adopt the law and give the system a fair trial. It is strongly urged that the law be amended in these respects. The town system is advocated by all the teachers of the State and by a majority of the town superintendents; and the leading educational sentiment of the State is decidedly in favor of it.

EDUCATIONAL PROGRESS.

"While we are thoroughly conscious that there is yet much to be done to elevate our common schools to their highest capabilities, it is gratifying to know that those who have closely observed the development, and working of our school system for the past few years concede that we are making commendable progress; that our schools are improving; and that we have never had more to encourage us to work for the further advancement of our school interests than we have at the present time. Graded schools are being organized in many of the larger villages, and central and union schools in some of the towns; better qualified teachers are being employed throughout the State, and better schools are the inevitable result; the average length of the school year is gradually increasing; the expenditures for new buildings are liberal; the teachers' wages are increasing; and more attention is given to the subject of common schools, year by year, in nearly all parts of the State."

RECOMMENDATIONS OF THE SECRETARY.

In an address delivered by the secretary of the board of education in the hall of the house of representatives, before members of the legislature and others, he recommended a State property-tax of 20 per cent., and a poll-tax of \$2; 5 per cent. of the whole State tax to be set apart for the purchase of books and apparatus. He made some statements concerning the scarcity of apparatus, dictionaries, and globes in most school-houses in the State.

VERMONT STATE NORMAL SCHOOL.

This was established as a normal school in 1866. The number of pupils for five quarters, beginning with the winter quarter of 1870-'71, and ending with the winter quarter of 1871-'72, was 258. Cost of tuition, \$6 per quarter.

STATE NORMAL SCHOOL, CASTLETON.

This institution has completed its sixty-sixth year, having been known as Castleton Seminary before it became a normal school. Cost of tuition: Primary and junior years, \$8 per quarter; middle and senior years, \$10 per quarter.

LYNDON LITERARY INSTITUTION.

A commodious building has recently been erected for the use of the school.

BARRE ACADEMY.

This institution is open, to both sexes. A "teachers' class" is organized in connection with this school, in which instruction is given on the various subjects connected with teaching.

CALEDONIA COUNTY ACADEMY.

The academy has a fund of some \$14,000, the income of which is applied to the payment, in part, of teachers' salaries and defraying the other expenses of the institution, so that the tuition is a merely nominal sum. The income from a legacy of \$1,000 is applied to paying the tuition of indigent students. There is a good library in the village, to which the students may have access. By the will of the late Hon. Thaddeus Stevens, the library receives a bequest of \$1,000, the interest of which is to be expended yearly for the best books and publications of the day.

VERMONT EPISCOPAL INSTITUTE.

Gymnasium, bowling-alley, and carpenter-shop are connected with this school, and there is a regular military drill.

NORWICH UNIVERSITY.

The students are called cadets, and are under military discipline. The military department is under the charge of an officer of the United States Regular Army, appointed by the Secretary of War.

MIDDLEBURY COLLEGE.

Seven scholarships have been recently provided by donations of \$1,000 each. A permanent fund has recently been established for the enlargement of the library. There is also a valuable cabinet of natural history.

STATE UNIVERSITY AND AGRICULTURAL COLLEGE.

This institution has, by the decision of its trustees, opened the doors of all its departments to students of both sexes, on terms of equality. Several ladies have taken advantage of the opportunity thus offered to pursue a regular university course.

VERMONT REFORM SCHOOL.

The seventh annual report of this institution shows that during the year 15 boys have been furloughed, 29 discharged, 7 have escaped, and 1 has died. Number remaining July 31, 1872, 117. Average number during the year, 122. Average time of detention of those discharged during the year, 1 year, 9 months, 17½ days.

After considerable experience, it has become the practice of the institution not to discharge boys, but to furlough them for good conduct; then, if their conduct under the furlough shows that they need further discipline, they are easily recalled to the school without additional legal proceedings, and thus no pretended reformation can deceive the officers of the school. The adoption of this rule has been followed by the most satisfactory results. The number of inmates could be increased 100 or more with little additional expense; and there are more than 100 boys in the State, in the daily practice of vice, and truants from school, whom a residence here might place in the class of the virtuous and useful, instead of the dangerous and criminal.

New buildings have been erected during the year at a cost of \$47,390.74, including fixtures. Of this amount, \$2,185.54 were paid by the surplus earnings of the school.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Vermont was the thirtieth State in population, having 330,551 inhabitants within an area of 10,212 square miles, an average of 32.37 persons to the square mile. This population consisted of 329,613 whites, 924 colored, and 14 Indians. Of these 283,396 were natives of the United States and 47,155 were foreign-born. Of the native residents, 243,272 whites, 540 colored, and 2 Indians were born within its borders, while of the foreign residents, 370 were born in Germany, 1,946 in England, and 14,060 in Ireland.

School attendance.—According to Table IX, vol. 1, of the Census Report, 70,169 persons attended school, and of these 2,964 were foreign-born. Of the 70,104 white scholars, 36,755 were males and 33,349 females. Of the 95 colored scholars, 58 were males and 37 females.

Illiteracy.—There were 17,706 inhabitants of all races, 10 years old and over, unable to write, and of these 13,804 were foreign-born.

Age and sex of illiterates.—Of the 17,584 white illiterates 1,850 were from 10 to 15 years old, and of these 1,035 were males and 815 females; 2,422 were from 15 to 21 years old, and of these 1,317 were males and 1,105 females; 13,312 were 21 years old and over, of whom 6,867 were males and 6,445 females. Of the 116 colored illiterates 6 were from 10 to 15 years old, and of these 3 were males and 3 females; 28 were from 15 to 21 years old, of whom 16 were males and 12 females; 82 were 21 years old and over, of whom 45 were males and 37 females. Three male and 3 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 3,084, having 51,60 teachers, of whom 1,356 were males and 3,804 females, to educate 62,913 pupils, of whom 31,295 were males and 31,618 females.

Amount and source of educational income.—The total income of all the educational institutions was \$707,292, of which \$13,046 were derived from endowment, \$523,970 from taxation and public funds, and \$170,276 from tuition and other sources.

Public schools.—The 2,830 public schools, with 4,622 teachers—1,171 males and 3,451 females—were attended by 52,067 pupils, of whom 25,872 were males and 26,195 females. To educate these they possessed a total income of \$516,702, of which \$1,366 were derived from endowment, \$504,006 from taxation and public funds, and \$11,330 from other sources, including tuition.

Colleges.—The 3 colleges, with 19 male teachers, had an attendance of 155 male students. They possessed a total income of \$21,251, of which \$8,550 were derived from endowment, \$3,203 from taxation and public funds, and \$9,498 from other sources, including tuition.

Academies.—The 41 academies, with 174 teachers—74 males and 100 females—were attended by 3,973 pupils, of whom 2,029 were males and 1,944 females. They possessed a total income of \$80,050, of which \$2,400 were derived from endowment, \$373 from taxation and public funds, and \$77,277 from other sources, including tuition.

Private schools.—The 203 day and boarding schools had 316 teachers, of whom 80 were males and 236 females, and were attended by 5,770 pupils, of whom 2,731 were males and 3,039 females. They possessed a total income of \$77,793, of which \$11,427 were derived from taxation and public funds, and \$66,366 from other sources, including tuition.

Libraries.—There were 736 public libraries, containing 321,727 volumes, and 1,056 private libraries with 405,536 volumes; making in all 1,792 libraries, containing 727,263 volumes.

The press.—The 47 periodicals had an aggregate circulation of 71,390 copies, and an aggregate annual issue of 4,055,300 copies.

Churches.—Of the 699 churches 744 had edifices with 270,614 sittings, and the church property was valued at \$3,713,530.

Pauperism.—Of the 1,785 paupers 1,231 were native whites, 31 were native colored, and 523 were foreign-born.

Crime.—Of 193 persons imprisoned June 1, 1870, 143 were native whites, 2 native colored, and 48 foreign-born; 139 persons were convicted during the year.

Age and sex of population.—Of the total population 89,831 persons were from 5 to 18 years old, and of these 45,667 were males and 44,164 females; 258,751 were 10 years old and over, of whom 129,248 were males and 129,503 females.

Occupations.—One hundred and eight thousand seven hundred and sixty-three persons of these ages were engaged in various occupations, of whom 95,263 were males and 13,500 females; 57,983 were engaged in agricultural pursuits, of whom 57,889 were males and 94 females; 21,032 in personal and professional services, of whom 9,650 were males and 11,382 females; 7,132 in trade and transportation, of whom 7,101 were males and 31 females; 22,616 persons in mechanical and manufacturing and mining industries, of whom 20,593 were males and 2,023 females.

Age and sex of working population.—Of the 108,763 employed persons 2,224 were from 10 to 15 years old, of whom 1,615 were males and 609 females; 97,333 were from 16 to 59 years old, and of these 84,821 were males and 12,512 females; 9,206 were 60 years old and over, of whom 8,827 were males and 379 females.

VIRGINIA.

[From the report of Hon. W. H. Ruffner, State superintendent of public instruction, for the scholastic year ended August 31, 1872.]

FINANCIAL STATEMENT.

Received from State funds.....	\$422,602 43
Received from county funds.....	219,863 63
Received from district funds.....	249,104 33
Received from other sources.....	101,748 20
Total receipts for school purposes.....	993,318 59
Expended for pay of teachers and treasurers.....	\$643,065 68
Expended for pay of county superintendents.....	45,295 03
Expended for central office.....	6,490 33
Expended for district expenses.....	298,467 55
Total expenditures.....	993,318 59

ATTENDANCE.

Number of pupils enrolled in public schools.....	166,377
Increase over last year.....	35,239
Per cent. of school population enrolled.....	40.5
Average daily attendance.....	95,488
Increase over last year.....	19,766
Per cent. of school population in average attendance.....	23.2
Per cent. of enrollment in average attendance.....	57.4
Average cost of tuition per month, per pupil enrolled.....	\$0.70
Average cost of tuition per month, per pupil in average attendance.....	\$1.22
Number of pupils attending private schools.....	20,497
Decrease from last year.....	5,451
Total number of pupils in public and private schools.....	186,874
Increase over last year.....	29,838

TEACHERS AND TEACHERS' PAY.

Number of teachers in public schools.....	3,853
Increase over last year.....	769
Average monthly pay of teachers.....	\$29 81
Number of county and city superintendents.....	91
Average number of visits by county superintendents.....	78
Average number of days employed.....	138
Average salary of superintendents.....	\$497 75
Number of school trustees in cities and counties.....	1,362

SCHOOL DISTRICTS AND SCHOOLS.

Number of counties in the State.....	99
Number of cities of first class.....	6
Number of school districts in cities and counties.....	454
Number of public schools in cities and counties.....	3,695
Increase over last year.....	648
Number of graded schools.....	107
Average number of months schools were taught.....	5.72
Increase over last year.....	1.06

SCHOOL PROPERTY.

Number of school-houses owned by districts.....	504
Increase over last year.....	414
Estimated value of public-school property.....	\$387,672
Increase over last year.....	\$176,506

GROWTH OF THE PUBLIC-SCHOOL SYSTEM.

"Considering the embarrassments under which the mighty work of universal education was begun and has been continued, we have reason to thank God and take courage. The

hostile and the feeble-hearted expected that in a year or two our public-school system would end its existence, but it was born a giant and has grown with giant vigor."

During the past year, the second of the public-school system, there has been an increase of 648 schools and 769 teachers. More than a month has been added to the average length of the school session, and there has been an addition of 35,289 pupils to the enrollment in the schools.

It is evident from the diminution of pupils in the lower grades of private schools, taken in connection with the large increase in the corresponding public schools, that the latter are rapidly absorbing the former. "The increased liberality of the people is worthy of note, especially in view of the fact that in the counties and districts the money was voted by the people at the polls, and came in most opportunely to supplement the waning income from the State."

DIMINUTION IN THE PROCEEDS OF STATE SCHOOL TAX.

The amount received from this source during the year 1870-'71 was \$362,000; received during 1871-'72, \$315,428; diminution, \$46,572. After the expiration of the scholastic year 1870-'71 additional funds pertaining to that year were received, which raised the total to \$435,182. Even this sum, however, fell short of the first auditor's estimate by more than \$55,000. On September 1, 1872, the school revenue from the State tax was nearly \$175,000 short of the auditor's estimate. Part of this will, no doubt, yet come in. Still the amount can not reach within \$100,000 of what was expected. The disastrous results were mitigated by the interest received from the vested literary fund. But liabilities must be paid in the districts out of money belonging to the now current year. This, with the danger of still further diminution from reduced assessments, must tell badly on the schools during the year upon which they have entered.

THE LITERARY FUND.

On the 1st of May, 1871, this fund consisted of \$1,596,069 in solvent securities, on which the unpaid interest would, on the 1st of July, 1871, amount to \$566,616. Inasmuch as the constitution, and also the school law, set apart this fund, and require its annual interest to be used for the support of the public free schools, it is to be hoped that the general assembly will provide for the payment of full interest on the fund. Unless some special effort be made, the school revenues for the current year will be seriously curtailed.

AID FROM THE PEABODY FUND.

The Virginia schools received from the Peabody fund during the past scholastic year the sum of \$28,900. The bulk of this was given to graded schools, and was highly influential in promoting the formation of this class of schools, and in the prolonging of their sessions. Aid was also rendered to teachers' institutes, and to the Educational Journal. "Dr. Sears has contributed his much-coveted personal services in aid of the work, by traveling extensively, delivering addresses, and rendering counsel."

The agent of the fund says: "The cities and districts in Virginia which we have assisted to the amount of \$26,000 this year have themselves paid for schools and school-houses not far from \$280,000; more than half as much as was paid last year (\$550,000) by all the places receiving aid from us in twelve States."

PROGRESS OF PUBLIC SENTIMENT.

There is abundant evidence that the public-school system is growing in favor with all classes of the people. There are some counties in which many of the land-holders have as yet strangely failed to recognize the advantages of popular education to the owners of the soil. But, every thing considered, the advance in public sentiment has been far more rapid than could have been anticipated. Many leading men who are still theoretically opposed to public education are co-operating in the effort to make the system a good one. The existence of public schools being thoroughly assured, there is now special need of proper sentiment as to the character and efficiency of the schools.

LAW-ABIDING CHARACTER OF THE PEOPLE.

A section in the constitution providing that "each city and county shall be held accountable for the destruction of school property that may take place within its limits by incendiaries or open violence," discloses on the part of its framers some apprehension of resistance to the working of the public free-school system in Virginia. Results have proved that this provision was unnecessary. Not a case of incendiarism or violence has occurred. It is worthy of remark also, that, although the mode of raising local school taxes first adopted was unpopular, there was a disposition manifested in only two or three counties, and these on the part of a very few individuals, to throw obstacles in the way of their collection. "Taken altogether, probably no new scheme of legislation ever operated more smoothly."

IMPROVEMENT IN SCHOOL-HOUSES.

The funds applicable to district purposes were so small that but little improvement has been made in comparison with what is needed. Yet there has been some advance. In many counties several new houses have been built, and a large majority of the superintendents report much done in the way of refitting. Many districts would gladly multiply and improve their school accommodations, if they were allowed to raise the necessary means of so doing.

IMPROVEMENT IN THE QUALITY OF SCHOOLS.

An important item of improvement is the approach which has been made to uniformity of text-books. There has also been great improvement in the teachers, who in many places have progressed rapidly in professional intelligence and skill. The examination by the county superintendents has proved a powerful stimulus; and the re-examination which was required at the beginning of the second year enabled the officers to drop such teachers as had not met expectation. But there is still great room for improvement. In some places the mode of teaching is the same that was practiced half a century ago, and the teachers can not be induced to read or inquire. The only means by which the schools can be brought up to the educational advance of the times lies in the thorough and systematic training of teachers. The graded system has been introduced to a considerable extent in the cities and towns.

The cities of Richmond and Lynchburgh have made the greatest advance in organization, systematic visitation of schools, instruction of teachers, and commodious school accommodations. The authorities of those cities embraced the cardinal doctrine that a superintendent of schools, sufficiently paid to enable him to give his whole time to official duties, was the only guarantee of complete success. "Considering how short a time has elapsed since the establishment of the system in those cities, the maturity and efficiency of their plans of instruction and management are really surprising. This is especially true of Richmond, where the school officers have been greatly strengthened by the liberality of the city council and the aid of an enlightened mayor. Already families are moving into the city, in order to obtain for their children the educational advantages there presented."

THE COLORED PEOPLE.

The statistical tables show in many counties a better average of school attendance for the blacks than for the whites, and a general average nearly as good. The fact that the number of colored schools is not as large as of white, in proportion to population, may be ascribed mainly to the want of a sufficient number of teachers and of school-houses for colored schools. The average ability of the teachers of colored schools has been rising, partly because of the improved feeling on the subject, and partly as a consequence of the educational work which has for seven years been going on among the colored people.

The Hampton Institute, the colored normal school, and the Colver Institute in Richmond, are doing a most valuable work in giving to colored youth of both sexes a sound education, and training them for teachers. But there must, for a time, continue to be a deficiency of really competent teachers for colored schools. The only remedy for the want of suitable school-houses is an adequate public provision.

"It is pleasant to observe," says the superintendent, "that our intelligent citizens are becoming more and more favorable to the education of the negro. But the burden of taxation is heavy, and many of them feel that the Congress of the United States should grant them aid in the heavy work of educating the children of the freedmen."

COUNTY SUPERINTENDENTS.

The superintendent bears emphatic testimony to the ability and faithfulness of the county and city superintendents. After a comparison with other States he feels "safe in saying that our superintendents stand in the front rank of their class in point of ability and efficiency, and at the far-end in pay." The average salary is \$497.76; or, deducting official expenses, \$405.34; equivalent to a per diem of \$2.93. The State gives only \$310.95 of this, or \$218.44 above official expenses; a per diem of \$1.58. The additional pay was voted to them by the people of their counties; so that, by the present law, they must run the gauntlet of school trustees, supervisors, and county judges before they can get anything beyond the \$1.58.

SCHOOL TRUSTEES.

These have in most cases discharged their duties with a remarkable degree of attention; in individual instances with devoted zeal. It is recommended that, to secure the proper discharge of trustees' duties, each trustee receive some remuneration. Many of the townships are of such unusually large size that, in attending the meetings of

school boards, trustees are frequently subjected to personal expense, which ought to be paid out of the local school funds; but this the law does not permit. "Either trustees must be paid or the districts must be made smaller. The former alternative is greatly preferable."

LOCAL SCHOOL TAXES.

The reports of county superintendents show that the present law regulating the raising of local school taxes is almost universally regarded as an improvement on the former law. But objection is made to the power given to the supervisors and the county judge to curtail and damage, if not to destroy, the means of education in any county. In a number of cases these evil results occurred. It is claimed that these questions should be left entirely in the hands of the school trustees, who are better able to judge of them; also, that if the decision as to school estimates is placed in the hands of supervisors, the interests of education will be dragged into every local contest, and men will go into office simply on the question of the school tax.

With regard to the severe limitations placed by the present law upon the raising of means for the support of schools, the superintendent says: "This will, I fear, have a bad effect in many ways. School privileges will be reduced in so many counties this current year that I dread the exhibit which I must make in my next report. Bitter complaints will abound when the result is seen and felt. No doubt strong efforts will be made to supplement the public funds from private sources. But the people grow more reluctant to draw on their private means for public purposes, and the operation of the plan of private additions is unequal and unsatisfactory."

PROPOSED CHANGE IN THE TAX LAW.

As the law now stands it is possible for the supervisors to cut the people off from all school privileges, or, by failing to make appropriations, leave the State money to be absorbed by the wealthy neighborhoods. The superintendent suggests the following plan for the consideration of the general assembly, as a compromise: Allow the several school boards to fix absolutely the rate of taxation up to the present maximum of the law, leaving the option so far only to them. Then legalize a certain higher maximum, and put the increase at the discretion of the supervisors, so that a part will be sure and part contingent. From \$150,000 to \$175,000 more than was expended last year would pay teachers for a full supply of primary schools for the State.

CENSUS OF SCHOOL POPULATION.

The change made in the law concerning the taking of the census of school population proves to have been an unfortunate one. There is no economy in it, and there was scarcely a county in the State in which the assessors performed the work satisfactorily, and in some counties they neglected it wholly. So unreliable are the lists returned that the census of the previous year will be used as the basis of apportionment, until more accurate lists can be obtained. The superintendent suggests that the responsibility of taking the census be left, where it properly belongs, with the school officers. They alone appreciate the matter, and they alone can be subject to a proper supervision.

ACADEMIES AND COLLEGES.

It is stated, as a highly gratifying fact, that during the year there have been in operation in the State 187 high schools or academies, with 7,701 pupils, a large portion of whom will shortly enter the colleges.

The statistics of colleges for the past year are very encouraging: The aggregate of students was probably greater than at any previous period in the history of the State. The colleges are ably manned, and lack nothing but large endowments. The two universities are worthy of their fame, and should not be allowed to languish for want of means. Ten technical schools, representing at least six different vocations, were sustained last year. To these have since been added the agricultural and mechanical college.

With regard to the use of the land-scrip, nothing could ever be agreed upon in the legislature until, in the winter of 1870-'71, the senate passed a bill requiring that any institution which might receive the fund should give up its name and distinctive character, and be fully merged into a new agricultural and mechanical college. It was not believed that there was any existing demand for such a school; but it was believed that there was a great popular want or need of it, and that its creation would gradually develop a consciousness of want, succeeded by an active patronage.

In the winter of 1871-'72, after a long struggle, the general assembly, by a large majority, besides giving a third to Hampton Institute, which was a technical colored school already established, set apart the remaining two-thirds to the establishment of a special school for the whites. It accepted the offered property of Preston and Olin

Institute, swept away all its previous character and history, and ordered the creation of a new institution for the benefit of the agricultural and mechanical people of Virginia.

At the farmers' convention, held at Petersburg, November 27 and 28, Professor C. L. C. Minor, president of the agricultural college, stated that "The rapid growth of the college for some weeks past has shown that the trustees were right in not delaying the opening for another year, as some thought it necessary to do, that there might be some accumulation of the funds to meet the expenses of equipment for a first opening. At first but a handful of students presented themselves, but as the knowledge of the real work that was doing spread abroad, and the mistaken impression that it was to be a mere labor school of the most elementary sort was dissipated, the students came in fast. In sixty days after the opening the number had reached 78, and there were indications of a further increase. A farm has been purchased, and in January the trustees will appoint a professor of agriculture and a farm-manager.

"Many appointments were yet vacant, as has always been the experience of the military institute and the University of Virginia, but, like the faculties of those institutions, the faculty of the agricultural college are prepared to give appointments, in place of the counties not applying, to students who may seek them from the counties that have already secured appointments."

ALEXANDRIA.

HISTORY OF THE PUBLIC SCHOOLS.

The first free school in Alexandria was founded by George Washington. In December, 1785, he wrote to the trustees of the Alexandria academy, as follows: "It has long been my intention to invest, at my death, £1,000 in the hands of trustees, the interest of which is to be applied in instituting a school in the town of Alexandria for the purpose of educating orphan children, or the children of such indigent parents as are unable to give it. * * * I will, until my death, pay the interest thereof, to wit, £50 annually. * * * It is my intention to apply this to that sort of education as would be most extensively useful to people of the lower classes of citizens, viz, reading, writing, and arithmetic, so as to fit them for mechanical pursuits." From General Washington's will it appears that he left twenty shares in the Bank of Alexandria, worth \$4,000, to the trustees for the support of the school.

The records show that in April, 1786, a school was opened with 20 scholars. "Two girls were admitted upon this condition: 'that General Washington shall explain it to be consistent with his intentions that girls may be taught in this school.'" That General Washington approved the admission of girls is to be inferred from the fact that these were retained and others afterward admitted.

The school hours at that date were as follows: "From the 1st of May to the 1st of September from 6 to 8 and from 9 to 12 a. m., and from 2 to 5 p. m.; and from the 15th of September to the 1st of May from 9 to 12 a. m., and from 2 to sunset.

CONDITION OF THE SCHOOLS.

The greatest difficulty at present is in securing full attendance. The percentage of enrollment to the school population is only 53. The average attendance is far lower than it should be. Children are kept at home for the most frivolous reasons.

The great wants of the schools are competent teachers and good school-houses. The former can only be secured by the payment of suitable salaries, and it is recommended that some plan be at once adopted whereby the salaries of the most efficient teachers shall be gradually raised.

But one school-house belongs to the city, and that is sixty years old. The colored schools are well accommodated, but most of the white schools are crowded into small apartments in every way unsuitable, and only two of these have furniture better than the long old-fashioned forms and benches.

TEACHERS' INSTITUTES.

The first meeting of this kind in Alexandria was held August 21 and 22, 1871. About 40 persons, including all the teachers of the public schools, attended. On the 26th, 27th, and 28th of August, 1872, the second institute was held. This was largely attended by private teachers and others interested in education, besides the public-school teachers.

UNIVERSITY OF VIRGINIA.

This institution has completed its forty-eighth session. In establishing the University of Virginia, Mr. Jefferson, for the first time in America, threw open the doors of a univer-

sity in the true sense of the name, providing for thorough instruction, in independent schools, in all the chief branches of learning. The wisdom of this plan has been amply vindicated by time and experience.

The university includes four departments: literary and scientific, agricultural, medical, and law. The library of the university was originally selected and arranged by Mr. Jefferson, and has since been enlarged by purchases and donations.

In the medical department the collection of paintings for the illustration of the lectures on anatomy, physiology, and surgery—several hundred in number—is unequalled by anything of the kind in the United States, or perhaps abroad. The university offers no facilities for clinical instruction.

VIRGINIA MILITARY INSTITUTE.

This institution was organized as a State military and scientific school upon the basis of the United States Military Academy at West Point, and the system of instruction and government is very nearly the same as in the latter institution. During the war the buildings, with the library and apparatus, were destroyed, and the institute was temporarily transferred to Richmond. In 1865 it was reorganized at Lexington, and opened with 50 cadets.

The State makes an annual appropriation for the support of the institute of \$15,000. A number of the cadets are annually appointed by the State, and receive tuition free. The number of State cadets admitted since organization is 575; of pay cadets, 2,050. Number of cadets during the past year: State, 46; pay, 300; total, 346. Since organization there have been 715 graduates. The military staff numbers 7.

The State property attached to the institution is worth about \$250,000. There is also an interest-bearing fund, the gift of private individuals, to the amount of \$50,000, the income of which sustains the chairs of agriculture and of animal and vegetable physiology applied to agriculture.

WASHINGTON AND LEE UNIVERSITY.

This university includes the following departments: academic, law, engineering, and a business college. It is proposed to add to the course schools of agriculture, commerce, and mechanical engineering. The course of study is elective. Prize scholarships are offered to high schools and academies, and the board of trustees have authorized the faculty to appoint to scholarships a number of young men intending to make practical printing and journalism their business in life. A summer school is organized during the vacations, in which students may be prepared for entrance with advanced classes at the beginning of the regular session. A flourishing Young Men's Christian Association exists among the students.

UNION THEOLOGICAL SEMINARY.

This institution is under the care of the Presbyterian synods of Virginia and North Carolina. It was opened January 1, 1824, with 1 professor and 3 students. After the war, the seminary, left without income, was sustained for a year by private subscriptions. The buildings have since been put in repair, and the losses sustained by the war replaced. The seminary possesses the control of funds for eight or nine scholarships. Hampden Sidney College, near by, offers collegiate instruction in all its classes gratis to the students of the seminary.

ROANOKE COLLEGE.

The course of study includes a preparatory department, a collegiate department, and a special course. A normal department has been established in connection with the college. Special facilities are offered for acquiring a business education. One thousand volumes have been added to the library during the past year.

RANDOLPH MACON COLLEGE.

Of the 167 students during the year, 32 were studying for the ministry. There is no preparatory school, but young men not prepared for the regular college classes receive instruction separately.

RICHMOND COLLEGE.

The college embraces an academic, a law, and a commercial department. The academic department comprises seven independent schools. Every student is required to attend at least three of these schools. The success of the college has made it necessary to provide additional buildings. For this object the sum of \$12,000 has already been secured.

STAUNTON BAPTIST FEMALE INSTITUTE.

This school was established at Charlottesville in 1857, and transferred to Staunton 1871. The course of study is arranged in four departments: preparatory, collegiate, a school of music, and a school of drawing and painting.

ROANOKE FEMALE COLLEGE.

The course of study is divided into three departments, viz, preparatory, collegiate, and ornamental.

LOUDOUN VALLEY ACADEMY.

This institution is open to both sexes. A normal department and a commercial department are connected with the school.

THE OLD DOMINION BUSINESS COLLEGE.

The aim of this institution is to impart a thorough and systematic mercantile education. There are three departments: theoretical, theory and practice, and actual business. There is also a normal class in penmanship, for such as wish to become teachers of this art.

INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

Of the pupils enrolled during the past year 100 are deaf-mutes, and 38 are blind. This number is quite in excess of any former period, and beyond the convenient accommodations of the institution. The dormitories are too crowded, and great embarrassment is caused by the want of sufficient school-rooms.

The schools during the past session have attained a higher position than ever before. The scholarship of the pupils has been, in a very marked degree, advanced beyond that of any previous period. The class in articulation has made excellent progress. The mechanical department has been very successful, and almost every male pupil, on leaving the institution, has acquired the means of gaining an independent livelihood. An appropriation for the purchase of a printing-office is recommended, printing being one of the avocations open to deaf-mutes, and one in which many of them have excelled.

SOCRATES MAUPIN.—OBITUARY.

Socrates Maupin, A. M., M. D., professor of chemistry and pharmacy in the University of Virginia, died at Lynchburgh, in consequence of being thrown from a carriage, October 19, 1871. He was descended from Huguenot ancestors who emigrated to America on the revocation of the edict of Nantes; born in Albemarle County, November 12, 1806; graduated at Washington College, (now Washington and Lee University,) 1828; studied medicine at the University of Virginia; graduated M. D. 1830; changed his plans of life and entered upon a general literary and scientific course of study; received the degree of A. M., having graduated in all the academic schools of the university, 1833; was immediately elected professor in the College of Hampden Sidney, where he filled successively and very successfully the chairs of ancient languages and mathematics; became principal of Richmond Academy, 1835; resigned in 1838, and established a private school of a high order, which he conducted with signal success as long as he remained in the city; was one of the founders, in 1838, of the Richmond Medical School, in which he was professor of chemistry, and afterward dean, where he showed that remarkable administrative capacity which was always the distinguishing feature of his character; was a member of the city council of Richmond, and extremely active in promoting the interests of the Virginia Historical Society; was appointed professor of chemistry and pharmacy in the University of Virginia, 1853, and spent the rest of his life in the service of his cherished alma mater. In 1854 Dr. Maupin became chairman of the faculty, and as such the chief executive officer of the university.

In this position, to which he was annually re-elected by the board of visitors for fifteen successive years, his services were inestimable. At the close of the war, in 1865, the institution was constrained to commence a new career, amid multiplied embarrassments, with a precarious income and dubious prospects. Present resources were supplied by the private credit of Dr. Maupin and his colleagues. His brave spirit triumphed over all difficulties, and he soon had the satisfaction of seeing the university rival the extraordinary prosperity which, under his administration, it had achieved before the war.

The university faculties have expressed their estimate of Dr. Maupin in the follow-

ing terms: "During this long incumbency (of the chairman's office) his official conduct was characterized by such moderation, firmness, and tact as to win universal confidence and respect. It was, indeed, a post in which his sympathy with the young, his sincerity and manliness, as well as his sound judgment and insight into men, had ample scope. Merit was sure to be appreciated by him, and youthful frailties met with a construction as indulgent as a father could extend to an erring child.

"His extraordinary aptitude for affairs, his clear perception of complex transactions, his rare sagacity and promptness of decision, his varied knowledge of the practical interests of society, would probably have led him, had he adopted an active career, to the highest pinnacle of success, whether of fortune or of fame.

"Always the mirror of integrity and truth, just, benevolent, and self-denying, exemplary in all the relations of life, our departed colleague had yet looked closely enough into his own heart, and into the perfect law of God, to know that he had no merit with which to approach the throne of his judge, and he had accordingly fled for refuge to the hope set before him in the gospel of Christ."

A. L. COLEMAN.—OBITUARY.

Arthur Ludwell Coleman, student in the University of Virginia, and professor-elect of Greek in Miami University, Ohio, was killed by a railway accident near Charlottesville in the spring of 1872.

He was a young man of brilliant promise, sound scholarship, and exalted Christian character. He belonged to a family distinguished in connection with higher education in Virginia, being the son of the late Judge Richard H. Coleman, of Caroline County, and nephew of Mr. Frederick Coleman, a teacher of great renown in the State.

VIRGINIA EDUCATIONAL ASSOCIATION.

The seventh annual session of this association was held at Staunton, June 9 to 12. The president, Professor W. K. Abbot, called the meeting to order, and, after prayer by Rev. J. William Jones, an address of welcome was extended to the association by Rev. R. H. Phillips, in behalf of the citizens of Staunton.

The president then read his annual address, congratulating the association on its flourishing condition, and making important practical suggestions as to its general interests. Fitting tributes were paid to several members of the association who had deceased during the year.

The report of the secretary showed that there had been twenty-two additions to the association during the year, making its present number one hundred and sixty-five.

On the second day the committee on nominations reported Professor E. S. Jaynes as president, and a full list of officers. Professor Jaynes then read a paper on "A curriculum for primary and secondary schools, and some system of equivalents for secondary schools, whereby, if possible, students, not studying the complete curriculum may be brought to pursue some complete and consistent course of study." He argued in favor of the elective rather than the curriculum system, insisting that the latter is fast passing away; but deprecated the extremes of both systems. While he would allow a choice of studies by the student, the choice should be regulated by the advice of the teacher.

A discussion of the paper by Professor Jaynes then took place, Mr. Abbot, of Bellevue school, agreeing with Professor Jaynes so far as colleges and universities are concerned, but doubted the applicability of the doctrine to secondary schools. He insisted on the absolute necessity of the classics in the secondary schools.

General F. H. Smith insisted that the teacher was better qualified than the pupil to judge as to the proper studies. He thought the tendency to abolish the curriculum should be resisted, as a great evil.

Colonel William P. Johnson gave an address on "The importance and place of history in a school of liberal education." "The best projection for school maps" was the subject of considerable discussion, Major J. Hotchkiss advocating the "projection" adopted by the United States Coast Survey.

Other subjects discussed were with reference to the establishment of a polytechnic school for the South, the expediency of regular and systematic exercise in elocution, and the propriety of the association expressing an opinion in regard to text-books.

Professor H. H. Harris read the report on German, and Professor J. A. Turner read that upon French. These reports were discussed at length by Professor John Hart, Professor Jaynes, Professor Abbot, and Professor L. M. Blackford. Professor Hart was opposed to *free* translation, while Professor Jaynes favored it, and insisted that good French should be put into good English.

Professor C. D. Walker, of the Virginia Military Institute, read the report on "Instruction, higher and lower, in mathematics." The metric system was earnestly approved for primary schools. The report was discussed by several members of the association.

Professor W. A. Shepard, of Randolph Macon College, read a report upon the question, "Which of the natural sciences will it be best to introduce into our system of male school instruction?" While admitting the importance of the classics, as occupying the first place, the report claims that natural sciences should not be neglected. Zoölogy and botany especially are recommended for the primary and secondary schools; the latter, rather than the former, if both can not be included.

Mr. R. Carne, superintendent of public schools in Alexandria, and Professor Pike Powers cordially indorsed the recommendations of the report.

A joint paper on "Instruction, higher and lower, in English," prepared by Professor George F. Holmes and Mr. Hugh Craig, was read and subsequently discussed.

Mr. A. O. English wanted to know how to teach English grammar. Mr. Abbot thought Latin grammar was the best to teach English. Professor Jaynes was persuaded that we have no suitable book on English grammar, but earnestly combated the idea that we should learn English through the Latin; and insisted that both English and French should precede Latin. Mr. Abbot would reverse the order of Professor Jaynes, and insisted on his own views. Professor Harris would take English, French, and Latin, and then reverse the order.

A report on "Instruction in Latin, higher and lower," by Professor T. R. Price, was read and briefly discussed; and a report on "Method and discipline," by Rev. Dr. J. M. P. Atkinson, was also read. This report strongly advocated physical exercises in schools; the principle of obedience; and the curriculum rather than the free-choice system in all institutions below the university; took strong ground in favor of a high standard of admission to college, as well as of graduation; and severely condemned the loose manner of conferring degrees.

There was a general expression as to the success of this meeting, and it was proposed to meet on the 8th of July, 1873, at Alexandria.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Virginia was the tenth State in population, having 1,225,163 inhabitants within an area of 38,348 square miles, an average of 31.95 persons to the square mile. This population consisted of 712,089 whites, 512,841 colored, 229 Indians, and 4 Chinese. Of these 1,211,409 were natives of the United States, and 13,754 were foreign-born. Of the foreign residents, 4,050 were born in Germany, 1,909 in England, and 5,191 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 70,871 persons attended school, and of these 103 were foreign-born. Of the 69,792 white scholars, 31,783 were males and 28,009 females. Of the 11,048 colored scholars, 5,105 were males and 5,943 females. Fourteen male and 17 female Indians were also reported.

Illiteracy.—There were 445,893 inhabitants of all races, 10 years old and over, unable to write, and of these 1,270 were foreign-born.

Age and sex of illiterates.—Of the 123,538 white illiterates, 34,103 were from 10 to 15 years old, and of these 18,745 were males and 15,358 females; 21,438 were from 15 to 21 years old, and of these 11,095 were males and 10,343 females; 67,997 were 21 years old and over, of whom 27,646 were males and 40,351 females. Of the 322,236 colored illiterates, 57,433 were from 10 to 15 years old, and of these 29,723 were males and 27,710 females; 57,208 were from 15 to 21 years old, of whom 26,161 were males and 31,047 females; 207,595 were from 21 years old and over, of whom 97,908 were males and 109,687 females; 1 Chinese male, and 51 male and 67 female Indian illiterates were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,024, having 2,897 teachers, of whom 1,452 were males and 1,245 females, to educate their 60,019 pupils, of whom 30,878 were males and 29,141 females.

Amount and source of educational income.—The total income of all the educational institutions was \$1,155,585, of which \$47,586 were derived from endowment, \$120,148 from taxation and public funds, and \$987,851 from tuition and other sources.

Public schools.—The 122 public schools, with 171 teachers, 43 males and 128 females, were attended by 8,700 pupils, of whom 4,275 were males and 4,425 females. To educate these, they possessed a total income of \$98,770, of which \$1,050 were derived from endowment, 55,425 from taxation and public funds, and \$42,295 from other sources, including tuition.

Colleges.—The 14 colleges, with 113 teachers, 93 male and 20 female, had an attendance of 2,097 students, of whom 1,535 were males and 562 females. They possessed a total income of \$203,329, of which \$25,626 were derived from endowment, \$17,250 from taxation and public funds, and \$160,453 from other sources, including tuition.

Academies.—The 88 academies reported, with 206 teachers, 141 males and 65 females, were attended by 4,027 pupils, of whom 2,201 were males and 1,826 females. They possessed a total income of \$190,592, of which \$1,020 were derived from taxation and public funds, and \$189,512 from other sources, including tuition.

Private schools.—The 1,722 day and boarding schools had 2,019 teachers, of whom 1,066 were males and 933 females, and were attended by 40,519 pupils, of whom 20,621 were males and 19,898 females. They possessed a total income of \$505,501, of which \$1,723 were derived from taxation and public funds and \$503,778 from other sources, including tuition.

Libraries.—There were 1,409 public libraries, containing 396,020 volumes, and 2,763 private libraries, with 721,293 volumes; making in all 4,171 libraries, containing 1,107,313 volumes.

The press.—The 114 periodicals had an aggregate circulation of 143,840 copies, and an aggregate annual issue of 13,319,578 copies.

Churches.—Of the 2,582 churches, 2,405 had edifices, with 765,127 sittings, and the church property was valued at \$5,277,368.

Pauperism.—Of the 3,260 paupers, 1,942 were native whites, 1,312 were native colored, and 26 were foreign-born.

Crime.—Of 1,244 persons imprisoned June 1, 1870, 331 were native whites, 901 native colored, and 12 foreign-born; 1,090 persons were convicted during the year.

Age and sex of population.—Of the total population 396,812 persons were from 5 to 18 years old, and of these 200,103 were males and 196,709 females; 890,056 were 10 years old and over, of whom 427,455 were males and 462,601 females.

Occupations.—There were 412,665 persons of these ages engaged in various occupations, of whom 337,464 were males and 75,201 females; 244,550 were engaged in agricultural pursuits, of whom 228,062 were males and 16,468 females; 98,521 in personal and professional services, of whom 45,407 were males and 53,114 females; 20,181 in trade and transportation, of whom 19,992 were males and 189 females; 49,413 in mechanical and manufacturing and mining industries, of whom 43,963 were males and 5,430 females.

Age and sex of working population.—Of the 412,665 employed persons, 48,346 were from 10 to 15 years old, of whom 33,954 were males and 14,392 females; 333,527 were from 16 to 59 years old, and of these 275,501 were males and 58,026 females; 30,792 were 60 years old and over, of whom 26,009 were males and 2,783 females.

SCHOOL OFFICIALS.

W. D. RUFFNER, *State superintendent of public instruction, Richmond.*

COUNTY AND CITY SUPERINTENDENTS.

County or city.	Superintendent.	Post-office.
Accomack	James C. Weaver	Onancock.
Albemarle	D. P. Powers	Scottsville.
Alexandria County and City	Richard L. Carne	Alexandria.
Alleghany and Craig	Robert L. Parrish	Covington.
Amelia	Dr. M. F. T. Evans	Paineville.
Amherst	W. B. Henley	Amherst C. H.
Appomattox	Chapman H. Chilton	Spout Spring.
Augusta	J. E. Guy	Staunton.
Bath and Highland	J. Henry Campbell	Monterey, Highland Co.
Bedford	Sidney L. Dunton	Liberty.
Bland	Rev. William Hicks	Bland C. H.
Botetourt	Rev. G. Gray	Pincastle.
Brunswick	B. B. Wilkes	Charlie Hope.
Buchanan	Jacob Baldwin	Grundy.
Buckingham	William Merry Perkins	Buckingham C. H.
Campbell	Dr. R. T. Lemmon	Castle Craig.
Caroline	Thomas R. Dew	Rappahannock Academy.
Carroll	D. B. Brown	Hillville.
Charles City and New Kent	Rev. James A. Waddell	Providence Forge, New Kent County.
Charlotte	William W. Read	Charlotte C. H.
Chesterfield	B. A. Hancock	Black Heath.
Clarke	Jarvis Jennings	White Post.
Culpeper	Robert E. Utterback	Jeffersonton.
Cumberland	Dr. Richard P. Walton	Cartersville.
Dinwiddie	Roger P. Atkinson	Dinwiddie C. H.
Elizabeth City and Warwick	George M. Peck	Hampton, Elizabeth City County.
Essex	J. G. Cannon	Tappahannock.
Fairfax	D. McC. Chichester	Fairfax C. H.
Fauquier	William A. Cave	Salem, Fauquier County.
Floyd	Dr. C. M. Stigleman	Floyd C. H.
Fluvanna	Dr. P. J. Winn	Fork Union.
Franklin	William A. Griffith	Gogginsville.
Frederick	W. H. Gold	Winchester.
Giles	James B. Peck	Pearisburgh.
Gloucester	Rev. William E. Wiatt	Gloucester C. H.

County and city superintendents—Continued.

County or city.	Superintendent.	Post-office.
Goochland.....	Dr. O. W. Kean.....	Northside.
Grayson.....	Fielding R. Cornett.....	Elk Creek.
Greene and Madison.....	Rev. William A. Hill.....	Rapidan Station, Culpeper County.
Greenville and Sussex.....	John K. Mason.....	Hicksford, Greenville County.
Halifax.....	Henry C. Coleman.....	South Boston.
Hanover.....	J. B. Brown.....	Negro Foot.
Henrico.....	Dr. J. N. Powell.....	Richmond.
Henry.....	G. T. Griggs.....	Martinville.
Isle of Wight.....	Col. E. M. Morrison.....	Smithfield.
James City and York.....	Col. James H. Allen.....	Burnt Ordinary.
King and Queen and Middlesex.....	Dr. J. Mason Evans.....	Church View, Middlesex County.
King George and Stafford.....	Addison Boret.....	Fredericksburgh.
King William.....	Dr. John Lewis.....	King William C. H.
Lancaster and Northumberland.....	A. T. Cralle.....	Heathsville, Northumberland County.
Lee.....	Rev. William A. Taylor.....	Jonesville.
Loudoun.....	John W. Wildman.....	Leesburgh.
Louisiana.....	Rev. L. J. Haley.....	Harris.
Lunenburg.....	Robert M. Williams.....	Lunenburg C. H.
Lynchburg.....	A. F. Biggers.....	Lynchburg.
Mathews.....	G. Taylor Garnett.....	Matthews C. H.
Mecklenburg.....	Rev. Edward L. Baptist.....	Boydton.
Montgomery.....	George G. Junkin.....	Christiansburgh.
Nansemond.....	E. L. Brewer.....	Churchland, Norfolk Co.
Nelson.....	Patrick H. Cabell.....	Variety Mills.
Norfolk County.....	John T. West.....	Lake Drummond.
Norfolk City.....	W. W. Lamb.....	Norfolk.
Northampton.....	John S. Parker.....	Eastville.
Nottoway.....	Rev. Thos. W. Sydnor.....	Blacks and Whites.
Orange.....	Jaq. P. Talliaferro.....	Orange C. H.
Page and Warren.....	Martin P. Marshall.....	Front Royal, Warren Co.
Patrick.....	A. Staples.....	Patrick C. H.
Petersburgh.....	Sidney H. Owens.....	Petersburgh.
Pittsylvania.....	Rev. George W. Dame, D. D.....	Danville.
Portsmouth.....	James F. Crocker.....	Portsmouth.
Powhatan.....	Dr. P. S. Dance.....	Powhatan C. H.
Prince Edward.....	Rev. B. M. Smith, D. D.....	Hampton Sidney.
Prince George and Surry.....	Col. M. W. Rainey.....	Prince George C. H.
Princess Anne.....	Edgar B. Macon.....	London Bridge.
Prince William.....	Major W. W. Thornton.....	Brentsville.
Pulaski.....	J. G. Cecil.....	Newbern.
Rappahannock.....	Henry Turner.....	Woodville.
Richmond and Westmoreland.....	Rev. W. W. Walker.....	Oldham's Cross-Roads, Westmoreland County.
Richmond City.....	James H. Binford.....	Richmond.
Roanoke.....	Major W. W. Ballard.....	Salem.
Rockbridge.....	Professor J. L. Campbell.....	Lexington.
Rockingham.....	Rev. George W. Holland.....	Harrisonburgh.
Russell.....	E. D. Miller.....	New Garden.
Sott.....	George H. Kendrick.....	Point Truth.
Shenandoah.....	John H. Grabill.....	Woodstock.
Smyth.....	D. C. Miller.....	Seven-mile Ford.
Southampton.....	Dr. James F. Bryant.....	Franklin Depot.
Spottsylvania.....	John Howison.....	Fredericksburgh.
Tazewell.....	Rev. Jonathan Lyons.....	Tazewell C. H.
Washington.....	Rev. A. L. Hogshead.....	Oceola.
Wise.....	William Wolfe.....	Big Stone Gap.
Wythe.....	Rev. James D. Thomas.....	Wytheville.

WEST VIRGINIA.

[From report of Hon. C. S. Lewis, State superintendent of instruction, for the scholastic year ended August 31, 1871.]

SCHOOL FUND.

The State school fund is invested as follows:

Stock in the First National Bank of Fairmont.....	\$50,000 00
Stock in the First National Bank of Wellsburgh.....	18,200 00
Stock in the National Bank of West Virginia, at Wheeling.....	30,000 00
Stock in the Parkersburgh National Bank.....	40,000 00
United States registered Central Pacific Railroad bonds.....	37,000 00
United States registered Union Pacific Railroad bonds.....	35,000 00
United States 5-20 bonds.....	18,500 00
Certificates of United States 5-20 stock.....	45,800 00
Total.....	275,100 00

FINANCIAL STATEMENT.*Receipts.*

State school fund.....	\$212,711 38
Township levies.....	384,100 59
From other sources.....	25,258 47
Total receipts for 1871.....	632,070 44
Balance on hand at commencement of year.....	51,443 58
Total assets for school year.....	683,514 02

Increase in State school fund.....	\$94,192 68
Increase from township levies.....	85,823 96
Total increase in receipts over last year.....	172,038 31
Total value of school property in State.....	1,266,711 08
Increase in value of school property over last year.....	209,273 14
Amount paid per pupil for tuition, 1871.....	4 77½
Amount paid per pupil for all purposes, 1871.....	7 54½
Total expenditures for schools.....	365,685 21
Total expenditures from building fund.....	212,033 51
Total expenditures during the year.....	577,718 72
Increase in expenditures over last year.....	107,609 19

ATTENDANCE.

Number of males enrolled.....	41,586
Number of females enrolled.....	35,413
Total enrollment.....	76,999
Average attendance of males.....	28,758
Average attendance of females.....	22,578
Total average attendance.....	51,336

NUMBER OF PUPILS STUDYING THE VARIOUS BRANCHES.

Orthography.....	60,342
Reading.....	43,026
Writing.....	36,572
Arithmetic.....	24,317
Geography.....	10,263
English grammar.....	10,416
Algebra.....	697
Other branches.....	3,084

TEACHERS.

Number of male teachers	1,951
Number of female teachers.....	517
Total	2,468

SCHOOL DISTRICTS AND SCHOOL-HOUSES.

Number of school districts	2,339
Number of high schools.....	3
Number of graded schools	48
Number of common schools.....	2,272
Total number of schools.....	2,323
Number of school-houses.....	2,059
Number built during the year.....	151

SUMMARY OF STATISTICS.

Number enrolled in public schools	76,999
Average attendance	51,336
Number of teachers.....	2,468
Average salary of teachers per month.....	\$32.69
Number of months taught	10,260.03
Certificates granted during the year.....	2,506
Number of visits of county superintendents	1,649

SCHOOL REPORTS.

The officers of some of the counties have failed to report, and the reports from others are incomplete. There are fifty-four counties in the State, and the city of Wheeling has a separate school organization. From the city of Wheeling and five counties only, have full statistical reports been made for the school year ended August 31, 1871. From twenty-one the reports received were incomplete in several important particulars, and from the residue they were very deficient. Therefore the summary given only approximates the actual results. Part of this is owing to the defective blanks furnished. This has been remedied, and the excuse for insufficient and incomplete reports will no longer exist.

A HOPEFUL PROSPECT.

Notwithstanding the many defects and deficiencies in the several reports, the results exhibited give just cause of hope and no cause of discouragement for the future educational interests of West Virginia. The number of teachers and scholars, schools and school-houses, and the number of months taught during the year are regularly increasing. The debts contracted for the purchase of land and the building of school-houses are being discharged. The permanent school-fund is annually augmenting, and the amount received from township levies increasing from year to year. Public sentiment is becoming awakened, interested, and enlightened on the subject of free-school education; opposition is withdrawing, and by its practical results our system is daily recommending itself to the judgment and affections of the people. The several county superintendents bear unmistakable testimony on this subject.

THE PEABODY FUND.

During the school year just closed, Dr. Sears, the general agent for the Peabody fund, has distributed \$12,750 in aid of our common schools, and in August last he expressed a desire to continue his co-operation with the friends of our State school system, and thought he would be able, during the present year, to aid all our free schools that would probably comply with the terms and conditions theretofore prescribed by the board of trustees.

The agent of the fund reports as follows:

"Some apprehension was felt, in the early part of the year, that the convention which was to be held in the autumn for revising the constitution would abolish that feature of it which provided for free schools. Having been advised to suspend operations in the State till that question should be settled, I deemed it prudent to consult the superintendent of schools on the subject. He replied to my inquiries: 'I do not believe there is the least cause of apprehension from that body. True, we are not a unit on

the subject of free schools, but there is in this State no party that would dare to raise its hand against it.' The subsequent action of the convention verified these predictions. After a very earnest discussion of the subject, this part of the constitution was left untouched."

The distribution of aid to schools in this State is as follows: Wheeling, \$1,500; Wellsburgh, Parkersburgh, Martinsburgh, Fairmont, \$1,000 each; Clarksburgh and Grafton, \$800 each; Buckhannon, Palatine, and Morgantown, \$600 each; and to sixteen other places sums varying from \$500 to \$200. To four normal schools \$2,000 have been given in sums of \$500 each. An appropriation of \$1,000 has been conditionally made for teachers' institutes, and another of \$200 for a journal of education.

SCHOOL LAW.

Our school statistics clearly demonstrate the inefficiency of some provisions of the school law to accomplish the end proposed. It is suggested that some slight modifications be made which will render the law more practical, efficient, and salutary.

INDEPENDENT SCHOOL DISTRICTS.

A number of these have been created by special laws, and at each session of the legislature applications for others are made. An indiscriminate organization of independent districts is believed to be at variance with some of the most prominent features of our system, and otherwise injurious. It tends to localize the system by giving to wealthy neighborhoods the exclusive control of their own school-funds and schools, regardless of the wants and necessities of the other and often less-favored parts of the townships from which they are taken. It is recommended that special privileges be granted to none, except for special reasons, keeping in view at all times the uniformity, equality, and symmetry of our system, and its paramount purpose of extending to the children of all the citizens of our State the blessing of a free-school education.

DISTRICT TRUSTEES.

This feature of our system seems to meet with especial disfavor. It is reprehended and condemned by many, and approved by few, if any. Where friends and enemies alike concur, as in this instance, the conclusion is almost irresistible that the public-school interests demand some change.

TEXT-BOOKS.

Frequent and unnecessary changes in text-books are to be deprecated; but a fixed and unalterable series, except by legislative enactment, is not thought to be the most wise and salutary expedient that may be devised to avoid the evil. Some of the books named in the series now prescribed by law, after a trial for three years and more, are condemned as defective and unsuitable by many of our best teachers. That the authority to make such changes in the text-books as our educational interest may require should be more conveniently provided for, is considered important, and is most respectfully and earnestly recommended.

STATE TEACHERS' ASSOCIATION.

The session of this association was held at Ravenswood, in the county of Jackson, on the 27th of last June. It was numerously attended and quite successful in its results. To its agency may justly be attributed much of the impetus recently given to the cause of popular education in our midst. About seventy-five teachers were present, comprising representatives from twenty-two counties. Among the distinguished persons present may be mentioned Hon. E. E. White, of Columbus, editor of the National Teacher; Professor F. A. Allen, of Pennsylvania; Professor Kidd, the elocutionist; President Martin, of the State University; and Professors Crago and Gilchrist, principals of the State normal schools. After a three days' session the association adjourned to meet in Fairmont next summer.

NORMAL SCHOOLS.

These schools for the training of teachers must be regarded as indispensable to a successful common-school system. We have three of these schools, Marshall College, in the city of Huntington, one at Fairmont, and the other at West Liberty. Their condition is prosperous and promising of good results, and with confidence they are all recommended as eminently deserving a continuance of the fostering care of the State. It is also recommended that two, if not three, additional normal schools be established, one in the northeastern and the other in the southeastern part of the State.

WHEELING.

SCHOOL PROPERTY.

The borough of South Wheeling has been recently included within the city limits. Its school property is valued at \$6,000. Exclusive of this, the estimated value of the public-school property of Wheeling is \$145,500.

POPULARITY OF THE PUBLIC-SCHOOL SYSTEM.

Little more than twenty-three years have elapsed since the first establishment of public schools in the city of Wheeling. The movement at first met with great opposition from members of both political parties. In evidence that these schools have grown in the popular favor, may be stated the fact that whereas for a number of years after their organization the ratio of entire-enrollment to entire population was about as 1 to 10, during the last scholastic year the total enrollment was equal to about one-sixth of the entire population. What our school system now needs is the crowning feature of a central high school. Although the public schools have done and are doing effective work, yet it can not be expected that they will compare favorably with the schools of other cities until the high school is added.

MARSHALL COLLEGE NORMAL SCHOOL.

This, the recognized head of our State normal schools, is under the immediate direction of a full, able, and efficient board of instruction. Its statistics for the present year exhibit an increased and growing prosperity. It has already taken high rank among kindred institutions of the country.

FAIRMONT STATE NORMAL SCHOOL.

The normal school located at Fairmont, on the banks of the Monongahela River, has had a varied history, but under its present corps of teachers it has acquired new impulses, and is giving promise of greater success. The number of pupils is much increased, and the work of the school more systematic and thorough. The results, so far, under the present administration of the school, are well calculated to encourage renewed efforts to place the institution on an independent footing, and to afford it every facility for expansion. More capacious buildings are needed; also a library for the use of normal pupils.

WEST LIBERTY STATE NORMAL SCHOOL.

This institution has entered upon its present school-year with an increased number of pupils, giving assurance of renewed prosperity and usefulness. Its board of instructors is substantially the same as heretofore, and is able, popular, and efficient.

WEST VIRGINIA UNIVERSITY.

The State university has an endowment of \$100,000, mainly realized from a grant of land-scrip from the National Congress. Fifty thousand dollars have been contributed in grounds, buildings, and money, by the citizens of Morgantown. Regular appropriations are also annually made by the legislature. The board of regents consists of eleven gentlemen, one from each senatorial district. The grounds of the university consist of about twenty acres, finely adapted for a college campus. It does not appear from the report of the regents that any grounds have yet been purchased, as authorized and required by Congress, for experiments and improvements in agriculture.

Two State cadets from each regent's district are required by law to be taught free of charge for tuition, books, and stationery. Under the presidency of Doctor Martin, the university has risen to a first-class position among the literary institutions of the land. Beginning with less than forty students, last year's catalogue shows an aggregate of one hundred and seventy-one in attendance. The increase, so far, this year, indicates that the attendance will exceed two hundred. This success is, no doubt, owing in great measure to the wise adaptation of the university to the actual wants of the State. Other elements of success are the character, both as scholars and teachers, of the professors, the thorough instruction imparted, and the firm but kindly discipline maintained.

WEST VIRGINIA TEACHERS' ASSOCIATION.

This association held its session at Fairmont, at which an address of welcome was extended by ex-Governor Pierpont; other addresses were given by Professor Alken, of Pennsylvania; by Hon. C. S. Lewis, State superintendent; Professor Kidd, of Indiana, and others.

Hon. Mr. Lewis stated that in his travels through the State he had found no organized opposition to the public-school system; that all parties were equally in favor of such a system.

There was a general attendance of nearly all the prominent educators of the State, including several professors from the university, the principals and teachers of the State normal schools, and many county superintendents.

Resolutions were adopted, pledging every effort to promote free schools and promote higher education; that the office of county superintendent should be retained, and the incumbent designated by the teachers of the county; that the State superintendent should be designated by the teachers of the State in the State teachers' association; recommending teachers' institutes in every locality where the number of teachers will warrant; and that teachers who do not attend institutes or take educational works are recreant to duty, and not worthy the name of teacher.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 West Virginia was the twenty-seventh State in population, having 442,014 inhabitants within an area of 23,000 square miles, an average of 19.22 persons to the square mile. This population consisted of 424,033 whites, 17,980 colored, and one Indian. Of these, 424,953 were natives of the United States, and 17,091 were foreign-born. Of the foreign residents, 6,232 were born in Germany, 1,811 in England, and 6,882 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 82,193 persons attended school, and of these 407 were foreign-born. Of the 80,981 white scholars, 43,278 were males, and 37,703 females. Of the 1,212 colored scholars, 634 were males, and 578 females.

Illiteracy.—There were 81,490 inhabitants of all races, 10 years old and over, unable to write, and of these 3,101 were foreign-born.

Age and sex of illiterates.—Of the 71,493 white illiterates, 20,046 were from 10 to 15 years old, and of these 10,701 were males and 9,342 females; 11,721 were from 15 to 21 years old, and of these 5,808 were males and 5,913 females; 39,726 were 21 years old and over, of whom 15,181 were males and 24,545 females. Of the 9,997 colored illiterates 1,665 were from 10 to 15 years old, and of these 861 were males and 804 females; 1,704 were from 15 to 21 years old, of whom 844 were males and 860 females; 6,628 were 21 years old and over, of whom 3,186 were males and 3,442 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 2,445, having 2,828 teachers, of whom 2,070 were males and 768 females, to educate 104,949 pupils, of whom 55,238 were males and 49,711 females.

Amount and source of educational income.—The total income of all the educational institutions was \$698,061, of which \$15,300 were derived from endowment, \$598,124 from taxation and public funds, and \$84,637 from tuition and other sources.

Public schools.—The 2,371 public schools, with 2,687 teachers, 1,997 males and 690 females, were attended by 101,493 pupils, of whom 53,587 were males and 47,906 females. To educate these they possessed a total income of \$599,811, of which \$1,800 were derived from endowment, \$575,324 from taxation and public funds, and \$22,687 from other sources, including tuition.

Colleges.—The 6 colleges, with 49 teachers, 31 males and 18 females, had an attendance of 1,290 students, of whom 599 were males and 691 females. They possessed a total income of \$58,300, of which \$13,500 were derived from endowment, \$22,800 from taxation and public funds, and \$22,000 from other sources, including tuition.

Academies.—The 8 academies, with 20 teachers, 8 males and 12 females, were attended by 312 pupils, of whom 125 were males and 187 females. They possessed an income of \$16,856, derived from tuition and other sources.

Private schools.—The 54 day and boarding-schools had 72 teachers, of whom 28 were males and 44 females, and were attended by 1,546 pupils, of whom 749 were males and 797 females. They possessed an income of \$17,364, derived from tuition and other sources.

Libraries.—There were 638 public libraries, containing 152,183 volumes, and 1,090 private libraries, with 220,562 volumes; making in all 1,728 libraries, containing 372,745 volumes.

The press.—The 59 periodicals had an aggregate circulation of 54,432 copies, and an aggregate annual issue of 4,012,400 copies.

Churches.—Of the 1,529 churches, 1,018 had edifices, with 297,315 sittings, and the church property was valued at \$1,835,720.

Pauperism.—Of the 994 paupers, 839 were native whites, 109 native colored, and 46 foreign-born.

Crime.—Of 191 persons imprisoned June 1, 1870, 138 were native whites, 37 native colored, and 16 foreign-born. One hundred and fifty-five persons were convicted during the year.

Age and sex of population.—Of the total population, 150,844 persons were from 5 to 18

years old, and of these 76,879 were males and 73,965 females; 308,424 were 10 years old and over, of whom 154,234 were males and 154,190 females.

Occupations.—There were 115,229 persons of these ages engaged in various occupations, of whom 107,076 were males and 8,153 females; 73,960 were engaged in agricultural pursuits, of whom 73,725 were males and 235 females; 16,699 in personal and professional services, of whom 9,636 were males and 7,063 females; 6,897 in trade and transportation, of whom 6,888 were males and 9 females; 17,673 in mechanical and manufacturing and mining industries, of whom 16,827 were males and 846 females.

Age and sex of working population.—Of the 115,229 employed persons, 6,212 were from 10 to 15 years old, of whom 5,608 were males and 604 females; 101,394 were from 16 to 59 years old, and of these 94,070 were males and 7,324 females; 7,623 were 60 years old and over, of whom 7,398 were males and 225 females.

SCHOOL OFFICIALS.

Hon. C. S. LEWIS, *general superintendent of free schools, Charleston.*

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office address.
Barbour	Simon Buckingham	Phillippi.
Berkeley	Rev. William S. Penick	Martinsburgh.
Boone	John W. Mahan	Madison.
Braxton	Thornton J. Berry	Braxton C. H.
Brooke	John W. Hough	Bothany.
Cabell	Wm. Alger	Onsley's Gap.
Calhoun	Alexander Rice	Grantsville.
Clay	S. B. Grose	Clay C. H.
Doddridge	F. J. Ashburn	West Union.
Fayette	H. K. Shumate	Fayette C. H.
Gilmer	John S. Withers	Glenville.
Grant	E. F. Vossler	Grant C. H.
Greenbrier	Walter C. Preston	Lewisburgh.
Hampshire	Townsend Clayton	Springfield.
Hancock	Thomas C. Carothers	Holliday's Cove.
Hardy	Philip W. Anderson	Moorefield.
Harrison	Cruger W. Smith, jr	Clarksburgh.
Jackson	George B. Crow	Jackson C. H.
Jefferson	William L. Wilson	Charlestown.
Kanawha	W. L. Hindman	Charleston.
Lewis	John S. Hall	Jacksonville.
Lincoln	I. V. Sweetland	Hamlin.
Logan	Crispin S. Stone	Chapmansville.
Marion	Dr. J. C. Barnes	Boothavilla.
Marshall	Samuel R. Haven	Moundsville.
Mason	Dr. Charles T. B. Moore	Point Pleasant.
Mercer	Wm. M. Reynolds	Princeton.
Mineral	John W. Vandiver	Burlington.
Moungalia	Henry L. Cox	Morgantown.
Mourne	Augustus B. Beamer	Union.
Morgan	Win. H. Potter	Sleepy Creek.
McDowell	George W. Payne	Perryville.
Nicholas	John S. Kern	Nicholas C. H.
Ohio	John C. Faris	West Liberty.
Pendleton	Andy Dyer	Franklin.
Pleasants	Richard Towzey	Saint Mary's.
Pocahontas	C. J. Stulling	Academy.
Preston	John H. Feather	Valley Point.
Putnam	Thomas P. Carpenter	Raymond City.
Raleigh	Alfred Beckley, sr	Raleigh C. H.
Randolph	Jacob J. Hill	Buttonsville.
Ritchie	Festus H. Martin	Peunaborough.
Roane	John B. Thompson	Spencer.
Summers	John H. Paek	Paek's Ferry.
Taylor	Perry Gawthrop	Fruntytown.
Tucker	Philetus Lipscomb	Saint George.
Tyler	J. Edgar Boyers	Middlebourne.
Upshur	L. B. Moore	Buckhannon.
Wayne	Charles B. Webb	Ceredo.
Webster	Charles W. Benedum	Webster C. H.
Wetzel	Wm. A. Newman	Knob Fork.
Wirt	Charles C. Little	Burning Springs.
Wood	Samson H. Piersol	Parkersburgh.
Wyoming	Theodore F. Bailey	Sun Hill.
Wheeling	F. S. Williams	Wheeling City.

WISCONSIN.

[From the report of Hon. Samuel Fallows, State superintendent of public instruction, for the scholastic year ended August 31, 1871.]

EDUCATIONAL FUNDS.

The amount belonging to each of the trust-funds of the State on the 30th day of September, was as follows:

School fund.....	\$2,389,488 28
University fund.....	207,139 38
Agricultural-college fund.....	182,970 20
Normal-school fund.....	734,111 24
Total of educational funds.....	3,513,709 10

FINANCIAL STATEMENT.*Receipts.*

Money on hand August 31, 1870.....	\$388,856 94
From taxes levied for building and repairing.....	250,646 65
From taxes levied for teachers' wages.....	871,452 70
From taxes levied for apparatus and libraries.....	9,568 01
From taxes levied at annual town meeting.....	219,156 30
From taxes levied by county supervisors.....	195,615 14
From income of State school-fund.....	142,395 79
From all other sources.....	221,690 73
Total receipts.....	2,305,382 26

Expenditures.

For building and repairing.....	\$305,198 79
For apparatus and libraries.....	6,549 65
For services of male teachers.....	593,954 60
For services of female teachers.....	790,055 99
For old indebtedness.....	101,750 80
For furniture, registers, and records.....	35,962 66
For all other purposes.....	195,616 32
Total expenditures.....	1,932,539 24

ATTENDANCE.

Scholastic population.....	420,948
Increase over last year.....	8,467
Scholastic population of districts maintaining school 5 or more months....	418,358
Number of pupils enrolled in public schools.....	*265,285
Decrease from last year.....	2,606
Number of days' attendance of different pupils during the year.....	20,627,575
Increase over last year.....	315,649
Number of pupils who have attended private schools.....	17,267
Increase over last year.....	1,649
Number of children of school age not in attendance upon any school.....	126,764

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts.....	5,031
Number of districts reported.....	4,976
Number of schools with two departments.....	230
Number of schools with three or more departments.....	155
Whole number of graded schools.....	385
Increase over last year.....	50
Number of days in which schools have been taught by qualified teachers..	848,200
Increase over last year.....	52,305
Average number of days in which schools were maintained, (estimated)...	155
Number of schools visited by county superintendent.....	4,888
Increase over last year.....	206

*Of these, 2,338 are over or under the legal school age.

TEACHERS AND TEACHERS' PAY.

Number of teachers required for the schools	5,837
Increase over last year	176
Number of different teachers employed during the year	9,168
Average wages of male teachers in the country	\$41.40
Average wages of female teachers in the country	\$27.62
Average wages of male teachers in the cities	\$105.30
Average wages of female teachers in the cities	\$36.70
Number of certificates issued, (exclusive of the city and State certificates), males, 2,272; females, 4,953	7,225
Number of certificates issued in cities	443
Number of State certificates granted	15
Total of teachers' certificates granted during the year	7,683

SCHOOL-HOUSES.

Number of public school-houses in the State	*4,033
Number of pupils the school-houses will accommodate	310,292
Increase over last year	13,923
Number of sites containing less than one acre	3,705
Number of sites well inclosed	1,353
Number of school-houses built of brick or stone	605
Increase over last year	25
Number of school-houses with outhouses in good condition	2,957
Decrease from last year	577
Highest valuation of school-house and site	\$75,000
Total valuation of school-houses	3,441,120
Total valuation of sites	468,609
Total value of apparatus	81,138

APPORTIONMENT OF SCHOOL-FUND INCOME.

The ratio of apportionment for the past year was 39 cents per scholar. The apportionment is made on the basis of the number of children returned as residing in those districts which maintained school five or more months during the preceding year. No apportionment was made for those districts which did not maintain school at least five months during the preceding school year, except in some cases of peculiar hardship, which were provided for by special legislation. As such legislation is now prohibited, some general provision seems necessary, more especially in view of the destruction of so many school-houses in the northern portions of the State by the great fires of October last.

TEACHERS' INSTITUTES.

Forty-eight institutes have been held during the last school year, the largest number ever held in the State in one year.

At the request of the teachers of the State, on the recommendation of the State superintendent, the legislature at its last session appropriated \$2,000 annually for the support of normal institutes, of not less than four weeks in length, to be held in counties not directly enjoying the benefits of the normal schools. It is expected that at least 800 teachers will be directly reached by these institutes the first season, and thereafter from 1,000 to 2,000.

STATE TEACHERS' ASSOCIATION.

The nineteenth annual meeting of this body was held at Madison on the 12th and 13th days of July last. Addresses were delivered by the president, Professor Peabody, of Harvard University, and others, and several valuable papers were read. The discussions held on various topics connected with the work of education, and the results of the meeting can not but be of benefit to the State.

STATE PRINCIPALS' ASSOCIATION.

The leading principals of public schools in the State have formed an association, and held a meeting at Madison in December last. Among other subjects discussed were, "Compulsory education," "How far may the State wisely prescribe matter and method of instruction in the schools it supports?" "What course of instruction best disciplines the child for good citizenship?" A resolution was passed which declares "that, in the opinion of this convention, it is both the right and the duty of the State to enforce the elementary education of all its children." It was also resolved to petition the legislature to make some provision for the education of feeble-minded children.

*This would be a decrease of 26 from last year. As a number of houses have been built, this is not probable.

STATE TEACHERS' CERTIFICATES.

The attention of teachers has been called to the desirability of their obtaining the highest certificates known to the law. Twenty persons presented themselves for examination in July. To fifteen of these certificates were awarded; seven of the first grade and eight of the second grade. It is recommended that limited State certificates, good for five years, be given to teachers who shall pass a successful examination in the studies required for a first-grade county certificate, with the addition of one or two more studies. It is believed the effect would be to stimulate many to reach at once a higher standard of qualification.

CHILDREN INCAPACITATED FOR COMMON-SCHOOL INSTRUCTION.

An effort has been made to ascertain the number of children who, from defect of vision, or of hearing, or of intellect, are incapacitated for instruction in the common schools. From eleven counties no returns have been made. The returns from the remaining twenty-five counties are as follows:

Incapacitated for instruction from defect of vision.....	136
Incapacitated for instruction from defect of hearing.....	218
Incapacitated for instruction from defect of intellect.....	351

In view of the fact that the most numerous of the three classes are those incapacitated by defect of intellect, the hope is expressed that the subject of providing for their education, as has been done for the other two classes, will receive the favorable consideration of the legislature.

COMPULSORY EDUCATION.

Alarm has been felt at the large number of persons of school age not in attendance upon the public schools. At the last session of the legislature it was enacted that each district clerk, in addition to the returns already provided for as to school attendance, shall report "the number of children attending school, any part of the year, between the ages of 4 and 7, 7 and 15, 15 and 20, respectively." The returns, though imperfect, show that nearly five-eighths of those who attend school are between the ages of 7 and 15. But still the attendance out of this class is 45,334 less than the whole number embraced in the class. The majority are no doubt kept away from school through the ignorance, neglect, or poverty of parents. This is precisely the class that should be regarded and cared for as the wards of the State. The subject is commended to the earnest attention of the legislature.

With regard to legislation in this matter, the superintendent says: "Although some legislation may be needed upon the subject of vagrancy and truancy, I do not think public sentiment would, as yet, sustain compulsory attendance upon our public schools. The more prevalent feeling seems to be that we must raise our schools to a higher degree of efficiency before we can sustain any law of this character."

THE COUNTY SUPERINTENDENCY.

This feature of the school system has been in operation nine years. The number of superintendents now in commission is sixty-three. An efficient county superintendency is the "right arm" of a State school system. "It is all important that the offices be filled with competent men, and these can be secured only by the payment of a reasonable salary. It is quite safe to say that, where the administration of the office has not given reasonable satisfaction, a niggardly policy has been content to employ inferior men, or to pay for but a portion of a competent man's time."

TOWNSHIP SYSTEM.

The superintendent strongly recommends more simplicity and unity in the school system. The general drift of intelligent opinion in this, as in other States, has been toward a preference for the "town system of school government," as distinguished from the "single district system." It is deemed important to keep the matter before the local school officers, and extracts are made from discussions of the subject. Attention is called to the fact that graded schools could be much more extensively introduced in the rural districts under the "town system."

ACADEMIES.

The fact noticed last year may be repeated with emphasis, namely, that there is a tendency to the extinction rather than increase of academies, arising from the fact that the high schools, normal schools, and the preparatory departments of the State university and the colleges absorb the larger share of academical students. In fact,

most of the colleges in the State are as yet in the academical rather than the collegiate stage of development. As they take a higher rank, it may be presumed that their preparatory departments will disappear, and that academics, a part of whose especial work it shall be to fit young persons for college, may be again built up and liberally sustained.

A bill was introduced at the last session of the legislature bearing upon this subject. It proposed the appropriation of \$100,000 annually for the establishment of an academy in each county in the State having a population of 2,000 or over. Any county that shall establish such an academy in the manner prescribed shall receive \$100 for every 1,000 inhabitants, provided that the county will raise at least an equal amount and provide for the necessary building.

NORMAL SCHOOLS.

These important institutions are in a prosperous condition. The Oshkosh school, opened September, 1871, has been placed in charge of G. S. Albee, A. M., formerly principal of the Racine high school, and widely known as one of the best educators in the State. Twelve students graduated during the year at Platteville and ten at White-water. The graduates of these institutions are filling responsible positions, with credit to themselves and their instructors. Nearly four hundred undergraduates are engaged in teaching in the common schools, with greater or less success.

The board of regents of normal schools at their meeting in June last directed that an institute course of six weeks in duration be held at the opening of the fall term of each normal school, for the benefit of teachers who are unable to take the requisite course for graduation.

INSTITUTE FOR THE EDUCATION OF THE DEAF AND DUMB.

The articulation class has been continued during the year with varied success. One section has constituted a regular class in the school, with uniform studies.

According to the present law the maximum school period is seven years. In some cases all that can be done for a pupil is accomplished in less time; but there are other cases where an extension of the time is very desirable. In consequence of this limitation the institute has not yet had the opportunity of illustrating the full measure of attainment possible to the deaf-mute. It is strongly recommended that the time be extended for those whose attainments warrant the privilege.

The work of the institution is hindered for want of suitable accommodations. The present edifice is not adapted to a school numbering over 150. Besides the 100 between the ages of ten and twenty, not now in school, a sufficient number arrive at the school-age every year to form a new class. "Immediate and prospective wants demand planning and execution without delay."

INSTITUTE FOR THE BLIND.

Instruction has been given during the year, as usual, in literature, music, and various branches of industry. Those which are usually styled "common branches" have received by far the greater amount of attention. In harmony there have been two classes. The orchestra numbers fourteen pieces. In the industrial department pupils have been taught broom-making. It is hoped that the law passed by the last legislature, providing for obtaining a census of blind children, may afford the means of communicating with the parents of such children, many of whom do not even know of the existence of an institution for their benefit.

UNIVERSITY OF WISCONSIN.

Since the last annual report, the regents have secured the services of Rev. J. H. Twombly, D.D., of Boston, as president of the university. Rev. J. W. Sterling, who has been identified with the institution for a quarter of a century, retains his position as vice-president.

The university report shows the institution to be in a very prosperous condition. The college classes are above the average of former years, both in numbers and scholarship, while an unusually large number of the preparatory students are fitting for the regular courses.

The university embraces, 1. The college of arts, in which are included the departments of agriculture, mining and metallurgy, and engineering; 2. College of letters; 3. Female college; 4. Law department; 5. Preparatory department, where pupils are fitted to enter either the college of arts or the college of letters.

The legislature of 1870 appropriated \$50,000 for the erection of a college building for females, the first instance of a State appropriation for university buildings. The completion of this building and its opening, during the past year, mark an era in the history of the university. While other high educational institutions of the country

have opened their doors to ladies seeking college education, this State, it is claimed, has taken a step in advance of all the others in making such provision that they may avail themselves of all the privileges of the university, or may choose their studies entirely within the limits of a female seminary of the highest character. The board of visitors speak in high terms of this college. The report says: "The classes of ladies show a scholarship not inferior in any respect to those of the gentlemen." The board, however, "fail to see the necessity of having a distinct department, known as the female college," and "suggest the propriety of allowing ladies and gentlemen, pursuing the same studies, to recite together."

The military department is thoroughly organized, and placed under the direction of an officer of the United States Army. By action of the board of regents, military drill is required of all the members of the sophomore and freshman classes.

The department of agriculture is well organized and well conducted. The land given by Congress has been located, and when sold will afford abundant means for carrying on this department in the most liberal manner.

The law department offers peculiar advantages to students, from the fact that the law library of the State, which is the largest collection of the kind in the Northwest, is at all times accessible. The library of the historical society, numbering over 30,000 volumes, is also open to the students of this school.

The present income of the university is insufficient to meet its actual wants. It is estimated that at least \$10,000 per annum will be needed to cover the deficiency. The choicest lands of the original grant by Congress, and of the agricultural college grant, have been sold by the State for \$1.25 per acre only, and but a little over \$500,000 will be realized from these grants when the remaining 86,000 acres shall have been sold.

The report of the board of regents says: "There is urgent need of books for the library; of apparatus for school-room and laboratories; of maps and furniture; all essential for thorough teaching, but entirely beyond the means at the disposal of the regents." "A stringent need is for a public hall or chapel, large enough to assemble the whole school." The regents urge upon the legislature to give the university a chapel, and such an annual appropriation as will enable the board to meet these pressing needs.

RIPON COLLEGE.

There are two courses of study, the classical and scientific—which extends over four years—and a normal course. The courses of study are open to students of both sexes. Young ladies, who wish, may assist in the domestic department, and thus pay in part for their board. Young men who need it may generally find remunerative employment, but the college does not agree to furnish it.

The progress of the college has been very encouraging. The endowment subscription has reached nearly \$40,000, of which about \$27,000 are paid in and well invested. But the work which the college is doing requires that its endowment fund should be raised to \$100,000.

The cabinet is furnished with a valuable collection of minerals.

BELOIT COLLEGE.

A preparatory school is connected with this college, for which there is marked out a three years' course of study, in preparation for college, and a parallel three years' course for students who do not intend entering college.

Funds are provided to some extent for aiding indigent students who have the ministry in view. Through the board of education in Wisconsin, and the educational organizations of various denominations, young men of this class may receive assistance to the amount of from \$60 to \$80 a year during their preparatory course, and from \$80 to \$100 a year when in college.

RACINE COLLEGE.

The college charter provides that all the trustees shall be communicants of the Protestant Episcopal church. The object of the college is to educate youth in the principles of that church. There are four college classes, and a scientific school has been organized.

NASHOTAH THEOLOGICAL SEMINARY.

The object of this institution is to educate ministers for the Protestant Episcopal church. It is the outgrowth of a mission established in 1841. The seminary has heretofore been supported by voluntary contributions. Adequate endowments are essential to its permanence. The fund should be from \$50,000 to \$100,000.

WISCONSIN FEMALE COLLEGE.

Two scholarships have been founded during the year, and a fund of \$1,000 has been given for the support of the principal. Several valuable donations of books, pictures, and coins have been received.

GALESVILLE UNIVERSITY.

This university offers both a classical and scientific course. Students completing the classical course receive the degree of Bachelor of Arts. Upon the completion of the scientific course young gentlemen receive the degree of Bachelor of Science, and young ladies that of Mistress of English Literature.

NORTHWESTERN UNIVERSITY.

This institution was founded by the Evangelical Lutheran Synod of Wisconsin. Instruction in some of the studies is given in the German language. The faculty and most of the students are German. The institution is open to both sexes.

MILWAUKEE ACADEMY.

Two general courses of study are laid down: an English and scientific course, and a classical course. There is also a preparatory department. The study of German is made a prominent feature of each course.

ROCHESTER SEMINARY.

This institution is under the control of the Free-Will Baptists, but, though denominational, it is not sectarian.

SAINT CLARA ACADEMY.

This academy is conducted by the Sisters of the Order of St. Dominic.

WISCONSIN ACADEMY OF SCIENCES, ARTS, AND LETTERS.

The academy was organized February 16, 1870, by a convention called for that purpose by the governor and more than one hundred other prominent citizens of the State.

The general objects aimed at were the material, intellectual, and social improvement of the State, and the advancement of science, literature, and the arts. The academy was broadly planned, so as to embrace every important interest of the State and every department of investigation looking to the advancement of knowledge.

One of its specific objects is a thorough scientific survey of the State, with a view to determine its mineral, agricultural, and other resources.

The departments named in the constitution are the department of sciences, the department of arts, and the department of letters. With a view to subsequent development, it is provided that "any branch of these departments may be constituted a section, and any section or group of sections may be expanded into a full department whenever such expansion shall be deemed important."

The present scheme of the departments is as follows: I. The department of speculative philosophy, (not yet organized.) II. The department of the social and political sciences, embracing jurisprudence, political science, political economy, education, public health, and social economy. III. The department of the natural sciences; embracing mathematics, physics, natural history, and medicine. IV. The department of arts; embracing the useful arts and the fine arts. V. The department of letters; embracing language, literature, and history.

Each department has its own officers, while all are under the direction of a general council. Three meetings are held annually for the reading and discussion of papers. The proceedings at these meetings, including abstracts of the papers read, are published in a periodical called The Bulletin.

The presidents of our colleges, as well as the professors connected therewith, distinguished scientists, and members of the several professions, have heartily united in the inauguration of this enterprise, and have shown their deep interest in its welfare by giving to it not only their moral and pecuniary support, but also the fruits of their intellectual labor. Since the organization of the academy, (1870,) forty-two papers on subjects embraced by the different departments have been prepared for its meetings.

The duties of all officers have been performed without compensation, and the expenses of members in making investigations and attending the meetings have been defrayed by themselves.

The museum of natural history and the useful arts has made considerable growth, and must eventually come to be exceedingly valuable to the State for scientific uses.

The present number of life members is 12; of annual members, 65; of corresponding members, 27.

INDUSTRIAL SCHOOL.

The managers of the Wisconsin Industrial School for boys report as follows: Number in school October 1, 1871, (boys, 237; girls, 2,) 239; whole number in school during the year, 288; whole number in school since July, 1860, 779. During the year 30 have

been returned to parents on ticket-of-leave; 8 have gone out to place on ticket-of-leave; the term of one has expired; 1 has been honorably discharged; 6 have escaped, and 3 have died. The expenses for the year amount to \$32,337.95. The legislature, at its last session, appropriated \$16,000 for the erection of another building, and \$4,000 for the purchase of 40 acres of land.

In the government of the institution the family system has been adopted, with eminent success. In the school all the common branches of English education are taught.

A new branch of industry has been introduced—the cane-seating of chairs. This furnishes employment to a number of small boys who could not be employed in the other work-shops. The school is not self-sustaining. It is not considered important that it should be. Pecuniary profit is a small matter to be considered in an institution like this, intended for the reformation of character and the formation of honest, law-abiding citizens. Its usefulness can not be measured by money returns.

MILWAUKEE ORPHAN ASYLUM.

There have been 94 children in this institution during the year, 47 boys and 47 girls. Of these 9 have been given homes in families where they will be well cared for; 26 have been taken by their friends, leaving 59, the present number. Whole number since the foundation of the institution, 603. Colored orphans are received, and entitled to the same privileges as other children. A school is maintained and attended by all inmates over 3 years of age.

WISCONSIN STATE TEACHERS' ASSOCIATION.

The twentieth annual meeting of this association was held at Madison, July 9, 10, and 11; President Samuel Shaw, of Berlin, occupied the chair. An address of welcome was given by the president of the board of education of the city of Madison.

Addresses were given upon "Educators and their profession," by President J. H. Twombly, of the State University; an inaugural address, by President Shaw; on "Conscience and culture," by Rev. J. L. Dudley, of Milwaukee; by Dr. J. W. Hoyt, on "A national university;" on "The work in the Chicago schools during the past year," by Hon. J. L. Pickard. Essays and papers were read on "Woman's wages for teaching," by Miss Martha A. Perry, on the "Self-reporting system," by W. C. Whitford; on "Rhetorical exercises," by A. Salisbury; on "The child," by Mrs. H. E. G. Arey; on the "State school system," by G. S. Albee; on "The county teacher," by Mrs. I. N. Stewart; on "Oral instruction," by D. E. Gardner.

Ex-Governor Fairchild also addressed the teachers very effectively.

Discussions were had on many of the papers read, and reports made upon educational progress in the State by a number of the county superintendents.

The session was divided into a high-school section, and an intermediate and primary section.

Messrs. A. Earthman and Warren D. Parker, a committee on the establishment of county academies, in closing a lengthy report on the subject, express the opinion that at present it would be impolitic to ask for a law for that purpose.

Resolutions were adopted re-affirming the duty of the State to provide for the education of the feeble-minded children of the State; urging greater efforts to secure normal training for teachers; approving the policy of holding teachers' institutes throughout the State; and indorsing the plan of a national university.

Officers elected: President, J. R. Purdy; vice-presidents, Dr. McGregor, T. C. Chamberlain, and Ella M. Stewart; secretary, M. T. Park; treasurer, D. E. Gardner; and an executive committee of five members.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Wisconsin was the fifteenth State in population, having 1,054,670 inhabitants in 53,924 square miles, an average of 19.56 persons to the square mile. This population was composed of 1,051,351 whites, 2,113 colored, and 1,206 Indians; 690,171 were natives, and 364,499 were foreign-born. Of the native residents 448,743 whites, 611 colored, and 918 Indians were born within the State, while of the foreign residents 162,314 were born in Germany, 28,192 in England, and 48,479 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 260,732 persons attended school. Of these 24,897 were foreign-born. The white scholars numbered 260,296, of whom 135,015 were males and 125,281 females. The colored scholars numbered 306, of whom 180 were males and 126 females; 60 male and 70 female Indians were also reported.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write was 55,441, of whom 41,328 were foreign-born.

Age, sex, and race of illiterates.—Of the 54,845 white illiterates, 9,274 were from 10 to 15 years old, of whom 5,030 were males and 4,244 females; 5,264 were from 15 to 21 years old, of whom 2,777 were males and 2,487 females; 40,307 were 21 years old and over—17,637 males and 22,670 females. Of the 360 colored illiterates 19 were from 10 to 15 years old—12 males and 7 females; 41 were from 15 to 21 years old—25 males and 16 females; 300 were 21 years old and over, of whom 185 were males and 115 females; 101 male and 135 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 4,943, with 7,955 teachers—2,511 males and 5,444 females, and with 344,014 pupils—176,541 males and 167,473 females.

Amount and source of educational income.—The total income of all the educational institutions was \$2,600,310, of which \$32,953 were derived from endowment, \$2,027,576 from taxation and public funds, and \$539,481 from tuition and other sources.

Public schools.—The 4,659 public schools had 7,669 teachers—2,383 males and 5,286 females, with 337,008 pupils—172,950 males and 164,058 females. They possessed a total income of \$2,209,384, of which \$350 were derived from endowment, \$1,902,741 from taxation and public funds, and \$246,293 from other sources, including tuition.

Colleges.—The 12 colleges had 99 teachers—62 males and 37 females; they were attended by 2,387 students—1,439 males and 948 females. They had a total income of \$161,300, of which \$30,603 were derived from endowment, \$13,823 from taxation and public funds, and \$116,874 from other sources, including tuition.

Academies.—The 5 academies had 24 teachers—6 males and 18 females, with 451 pupils—205 males and 246 females. They possessed a total income of \$23,200, of which \$2,000 were derived from endowment and \$21,200 from tuition and other sources.

Private schools.—The 38 day and boarding schools had 51 teachers—6 males and 45 females, and were attended by 1,319 pupils—421 males and 898 females. They possessed an income of \$46,625, derived from tuition and other sources.

Libraries.—There were 1,332 public libraries, with 378,680 volumes, and 1,551 private libraries, with 527,131 volumes; in all 2,883 libraries, with 905,811 volumes.

The press.—The 190 periodicals had an aggregate circulation of 343,385 copies, and an aggregate annual issue of 28,762,920 copies.

Churches.—Of the 1,864 church organizations, 1,466 had edifices, with 423,015 sittings, and the church property was valued at \$4,890,781.

Pauperism.—Of the 1,126 paupers, 374 were native whites, 16 native colored, and 736 foreigners.

Crime.—Of 418 persons imprisoned, June 1, 1870, 192 were native whites, 23 native colored, and 203 foreigners. Eight hundred and fifty-seven persons were convicted during the year.

Age and sex of population.—Of the total population, 354,016 persons were from 5 to 18 years old, of whom 178,669 were males and 175,347 females; 751,704 were 10 years old and over, of whom 391,603 were males and 360,101 females.

Occupations.—Two hundred and ninety-two thousand eight hundred and eight persons of these ages were employed in various occupations, of whom 267,273 were males and 25,535 females; 159,687 persons were engaged in agricultural pursuits, of whom 152,300 were males and 1,387 females; 58,070 in personal and professional services, of whom 37,898 were males and 20,172 females; 21,534 in trade and transportation, of whom 21,342 were males and 192 females; 53,517 in manufacturing and mechanical and mining industries, of whom 49,733 were males and 3,784 females.

Age and sex of working population.—Of these 292,808 employed persons, 7,750 were from 10 to 15 years old, of whom 6,472 were males and 1,278 females; 266,699 were from 16 to 59 years old, of whom 243,457 were males and 23,242 females; 18,359 were 60 years old and over, of whom 17,344 were males and 1,015 females.

SCHOOL OFFICIALS.

Hon. SAMUEL FALLOWS, State Superintendent of Public Instruction, Madison.

COUNTY, SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Adams.....	J. M. Higbee.....	Plainville.
Ashland.....	John W. Bell.....	La Pointe.
Barron.....	A. B. Finley.....	Prairie Farm.
Bayfield.....	John McCloud.....	Bayfield.
Brown.....	Martin Lynch.....	Wrightstown.
Buffalo.....	Lawrence Kessinger.....	Alma.
Burnett.....	Marten McMillen.....	Grantsburgh.
Calumet.....	W. B. Minaghan.....	Chilton.
Chippewa.....	John A. McDonald.....	Chippewa Falls.
Clark.....	S. S. Smith.....	Loyal.

ARIZONA.

The following letter from the governor of the Territory, Hon. A. P. R. Safford, who is also *ex-officio* superintendent of public instruction, gives the most recent information of the educational condition of the Territory :

EXECUTIVE OFFICE, Tucson, A. T., July 8, 1872.

SIR: In compliance with your request, I send you six copies of the school law of this Territory. No amendments have been made to the law since communicating with you before. The free-school system has been successfully inaugurated throughout the Territory, and a free school has been put in operation during the present year in every school district where there was a sufficient number of children, and have been or will be in all cases continued three months, in most of the districts six months, and in some nine months.

The present law is a very good one, needing some slight amendments. The territorial revenue should be increased, and no doubt will be, by the next legislature, as the Territory is out of debt and we shall have a considerable surplus in the treasury by the time the next legislature meets, and an increased sum can be paid for school purposes without additional taxation. The boards of supervisors should be compelled to levy a uniform tax for school purposes in every county. The trust is too sacred to leave to the discretion of three men. While in some counties a sufficient tax may be levied, in others it may not, and this is not doing equal justice to all the children of the Territory. I believe it should be the duty of governments to give all an equal start in life as far as education is concerned, and to do this the first and most important duty is to raise the necessary means. This being done, then parents should be compelled to send their children to school.

Before the free-school system was inaugurated in this Territory, many doubted its practicability, and but few believed it could be made a success; but now all, with one accord, are pleased with it, and I think but little difficulty will be met with in continuing and perfecting the system.

The larger portion of the children are of Mexican birth, and but few of them can speak the English language. They have been taught altogether in English, and their progress has been all that could be desired. Our funds have been limited, but every dollar has been used to pay the salary of teachers. Neither myself nor any officer charged with executing the law has charged or received anything for services.

As soon as the county superintendents send in reports, I will send you in detail a report of the schools of the Territory.

Respectfully, your obedient servant,

A. P. R. SAFFORD,
Ex-officio Superintendent Public Instruction.

Hon. JOHN EATON, Jr.,
Commissioner of Education, Washington, D. C.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Arizona was the ninth Territory in population, having 9,658 inhabitants within an area of 113,916 square miles, an average of 0.08 person to the square mile. This population consisted of 9,581 whites, 26 colored, 20 Chinese, and 31 Indians. Of these 3,849 were natives of the United States, and 5,809 were foreign-born. Of the native residents, 1,221 whites, 1 colored, and eighteen Indians were born within its borders, while of the foreign residents, 379 were born in Germany, 134 in England, and 495 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 149 persons attended school, and of these 85 were foreign-born. Of these white scholars, 79 were males and 70 females.

Illiteracy.—There were 2,753 inhabitants of all races, 10 years old and over, unable to write, of whom 2,491 were foreign-born.

Age and sex of illiterates.—Of the 2,729 white illiterates, 299 were from 10 to 15 years old, and of these 177 were males and 122 females; 496 were from 15 to 21 years old, of whom 242 were males and 254 females; 1,934 were 21 years old and over, of whom 1,167 were males and 767 females. One male colored-illiterate was reported, 21 years old; 12 male and 11 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was one, (a parochial or charity school,) having 7 female teachers to educate 132 pupils, 72 of whom were males and 60 females.

Amount and source of educational income.—The income of this educational institution was \$6,000, derived from tuition and other sources.

Library.—There was one public library in the Territory, with 1,000 volumes, and 5 private libraries, with 1,000 volumes; making in all 6 libraries, containing 2,000 volumes.

The press.—The one periodical had a circulation of 280 copies, and an annual issue of 14,560 copies.

Churches.—Of the 4 church organizations, 4 had edifices, with 2,400 sittings, and the church property was valued at \$24,000.

Crime.—There were 11 foreigners imprisoned June 1, 1870, and 29 persons were convicted during the year.

Age and sex of population.—Of the total population 1,621 were from 5 to 18 years old, of whom 831 were males and 790 females; 8,237 were 10 years old and upward, of whom 6,148 were males and 2,089 females.

Occupations.—There were 6,030 persons of these ages engaged in various occupations, of whom 5,734 were males and 296 females. Of these employed persons, 1,285 were engaged in agricultural pursuits, of whom 1,284 were males and 1 female; 3,115 in personal and professional service, of whom 2,979 were males and 136 females; 591 in trade and transportation, of whom 588 were males and 3 females; 1,039 in manufactures and mechanical and mining industries, of whom 883 were males and 156 females.

Age and sex of working population.—Of the 6,030 employed persons, 118 were from 10 to 15 years old, of whom 88 were males and 30 females; 5,833 were from 16 to 59 years old, and of these 5,578 were males and 255 females; 79 were 60 years old and over, of whom 68 were males and 11 females.

COLORADO.

From biennial report of W. C. Lathrop, superintendent of public instruction, for the scholastic years ended September 30, 1870, and September 30, 1871.]

FINANCIAL STATEMENT.

	1870.	1871.
Rate of school tax.....	\$0 41	\$0 41
Amount of school-tax levied.....	55,997 86	79,901 04
Amount of tax collected by county treasurer.....	44,996 60	47,387 53
Amount raised by taxation in the districts.....	19,842 79	33,886 49
Total amount of school fund.....	64,839 39	81,274 02
Amount expended for school purposes.....	53,763 14	67,395 48
Average cost of tuition for each pupil per month.....	3 63	3 66

ATTENDANCE.

	1870.	1871.
Number of white persons between 5 and 21 years.....	6,308	7,607
Number of colored persons between 5 and 21 years.....	109	135
Total scholastic population.....	6,417	7,742
Number enrolled in school.....	3,430	4,357
Average attendance.....	1,995	2,611

TEACHERS AND TEACHERS' PAY.

	1870.	1871.
Number of male teachers.....	75	80
Number of female teachers.....	57	84
Whole number of teachers.....	132	164
Average monthly pay of male teachers.....	\$66	\$69
Average monthly pay of female teachers.....	\$57	\$54

SCHOOL DISTRICTS AND SCHOOLS.

	1870.	1871.
Number of school districts.....	129	160
Number of schools.....	110	120
Average number of days school has been taught.....	86	92
Number of volumes in school libraries.....	132	652

SCHOOL-HOUSES.

Number of school-houses in 1870—brick, 4; stone, 2; frame, 36; log, 21; adobe, 5.....	68
Number of school-houses in 1871—brick, 4; stone, 4; frame, 41; log, 25; adobe, 6.....	80
Value of school-houses in 1870.....	\$66,106 55
Value of school-houses in 1871.....	\$82,574 05

CONDITION OF THE SCHOOL SYSTEM.

The superintendent, in reviewing the work of the past two years, finds much that needs yet to be accomplished. Whatever improvements he has been able to introduce, he considers to a great extent due to the cordial co-operation of the intelligent classes of citizens, and the active sympathy of teachers and school officers. It is believed that in the future, similar progressive measures, supported by the friends of education and wise legislation, will witness yet higher results. The importance of good schools as a means of attracting to the Territory the better class of those who are seeking homes in the West is strongly urged.

SCHOOL LAWS.

The present school law is considered, as a whole, a good one, and as affording an excellent basis for a complete system of education. Some amendments are suggested, as follows: "The imposing of a penalty for the failure of county commissioners to levy a school tax; apportionment of the school fund in accordance with the actual attendance at school, instead of in accordance with the enumeration; provision for the election of boards of education in cities and towns, giving to the municipal authorities the power to levy a tax for school purposes." The necessity for this change has been fully demonstrated in some of the districts. An amendment is also proposed providing for the granting of graded certificates, by a territorial board of examiners, appointed by the superintendent of public instruction, valid throughout the Territory for a period not longer than three years.

POLITICS IN SCHOOLS.

The superintendent is glad to be able to say that the schools of the Territory are not "run" as political machines, although the manner of electing school officers makes them to some extent dependent upon political parties; but in many instances the names of the school boards are selected from both political parties, and but one ticket is submitted to the votes of the people, political and sectarian prejudices being laid aside for the common good.

SCHOOL-HOUSES.

Proper attention to school architecture is considered indispensable in carrying out a true educational system. The style of a school building has its effect upon the deportment and progress of pupils. It is recommended that, no matter what the contemplated cost of the house, a professional architect be consulted. Greater attention to the lighting and ventilating of school-rooms is urged.

The proper furnishing of the school-room is also considered of the greatest importance. Careful inquiry proves that good school furniture of eastern manufacture is less expensive than common pine desks and seats made to order by carpenters in the Territory. This is commended to the consideration of school officers throughout the Territory.

COUNTY SUPERINTENDENCE.

This is established by law, and the territorial superintendent considers it indispensable to the proper working of the school system. "When only persons well qualified are elected to the office, it will do more than any other agency to make our schools what they should be."

TEACHERS.

Under the present school law no teacher can be employed, or receive any portion of the public school funds, without the county superintendents' certificate of qualification. They, therefore, can prevent the employment of incompetent teachers; but they must have the cordial co-operation of the district boards.

A great obstacle to the success of the school system is the frequent changes of teachers. This, in most instances, is attributable to want of sufficient compensation. District officers too frequently employ teachers of inferior qualifications, who "work cheap," that thereby the current expenses may be lessened, and the school continued for a longer time. The superintendent considers it far better that the school should be taught three months by a first-class teacher, than six months by a poor one. "Liberal salaries should be paid and good services be required in return."

TEACHERS' INSTITUTES.

Successful institutes have been held in Arapahoe and Boulder Counties. The county superintendents are urged to take measures to establish institutes in all the counties. They are considered the most efficient means of improvement for teachers, and they, in part, supply the place of normal schools, "an institution which, it is earnestly hoped, will soon be one among the many evidences of prosperity" in the Territory.

TEXT-BOOKS.

Uniformity of text-books is considered of the greatest importance in a system of public schools. Any change should be well considered, and frequent changes should, if possible, be avoided. In the absence of any provision of law, authorizing the introduction of a uniform series of text-books, the superintendent has not thought it advisable to recommend a special list of books. The multiplication of so many serial books on each branch of study is considered an evil, involving not only great expense, but a useless waste of time on the part of the pupils. It is believed that in the primary schools it would be better to dispense with text-books almost entirely.

GRADED SCHOOLS.

It is considered very essential that schools should be graded in accordance with the qualifications of the pupils, and separate teachers employed for each department. A great mistake is made in giving the charge of the primary classes to teachers of ordinary qualifications and but little experience. Good primary teachers are the most needed, and the most difficult to obtain.

Graded schools are in successful operation in Denver, Central, Black Hawk, and several other towns in the Territory.

TEACHERS' LIBRARIES.

The superintendent earnestly recommends that "in all counties where there is a sufficient number of teachers for the purpose, associations be formed, and teachers' libraries and other aids be purchased." It is also recommended that an appropriation be made for the purchase of educational works for the territorial library.

SCHOOL GOVERNMENT.

It is insisted that the "teachers' authority should be firmly maintained at all times and by whatever legitimate means are the most effectual. An appeal to the better nature should, in every case, be first thoroughly tried, and severer methods resorted to only in case of necessity." While believing that corporal punishment may, in the great majority of cases, be avoided, the superintendent can not fully coincide with those who insist upon its entire abolition.

TRUANCY AND TARDINESS.

These are referred to as great hinderances to the success of the schools. The remedy lies in the hands of parents. "If they could be sufficiently interested in the education of their children to see the absolute necessity of their regular attendance at school, it would be a great vantage-ground gained."

COMPULSORY EDUCATION.

A compulsory law would be of no avail in the Territory, while the school accommodations are so entirely insufficient as at present. This obstacle is being gradually overcome. When sufficient accommodations are provided it may become necessary to pass laws compelling all persons of school-age to attend school some portion of each year. The subject is considered worthy the careful attention of educators and legislators.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Colorado was the fourth Territory in population, having 39,864 inhabitants within an area of 104,500 square miles, an average of 0.38 person to the square mile. Of this population 39,221 were whites, 456 were colored, 7 were Chinese, and 180 were Indians. Of these 33,265 were natives, and 6,599 were foreigners. Of the native residents 6,277 whites, 45 colored, and 22 Indians were born within the Territory, and of the foreigners 1,456 were born in Germany, 1,358 in England, and 1,685 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 2,617 persons attended school, and of these 135 were foreign-born. The white scholars numbered 2,597, of whom 1,376 were males and 1,221 females. The colored scholars numbered 19—12 males and 7 females. One female Indian was reported.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 6,823, of whom 255 were foreign-born.

Age, sex, and race of illiterates.—Of the 6,564 white illiterates 970 were from 10 to 15 years old, of whom 483 were males and 487 females; 1,215 were from 15 to 21 years old, of whom 498 were males and 717 females; 4,379 were 21 years old and over, of whom 2,305 were males and 2,074 females. Of the 146 colored illiterates 8 were from 10 to 15 years old, of whom 4 were males and 4 females; 27 were from 15 to 21 years old, of whom 13 were males and 14 females; 111 were 21 years old and over, and of these 63 were males and 48 females. Thirty-four male and 79 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 142, with 188 teachers, of whom 89 were males and 99 females, and 5,033 pupils, 2,755 males and 2,278 females.

Amount and source of educational income.—The total income of all the educational institutions was \$7,915, of which \$73,375 were derived from taxation and public funds, and \$14,540 from tuition and other sources.

Public schools.—The 124 public schools had 156 teachers, 81 males and 75 females, with 4,517 pupils, of whom 2,552 were males and 1,965 females. They possessed a total income of \$75,025, of which \$73,025 were derived from taxation and public funds, and \$2,000 from tuition and other sources.

Academies.—The 2 academies, with 12 female teachers, were attended by 120 female pupils. They possessed an income of \$5,800, derived from tuition and other sources.

Private schools.—The 16 private day and boarding schools had 20 teachers—8 males and 12 females, with 396 pupils—203 males and 193 females. They possessed a total income of \$7,000, of which \$350 were derived from taxation and public funds, and \$6,740 from other sources, including tuition.

Libraries.—There were 30 public libraries with 11,385 volumes, and 145 private libraries with 27,959 volumes; making in all 175 libraries, with 39,344 volumes.

The press.—The 14 periodicals had an aggregate circulation of 12,750 copies, and an aggregate annual issue of 1,190,600 copies.

Churches.—Of the 55 church organizations, 47 had edifices, with 17,495 sittings, and the church property was valued at \$207,230.

Pauperism.—Of the 19 paupers, 8 were native whites, and 11 foreigners.

Crime.—Of 19 persons imprisoned June 1, 1870, 11 were native whites, 5 native colored, and 3 foreigners; 32 persons were convicted during the year.

Age and sex of population.—Of the total population, 8,957 persons were from 5 to 18 years old, of whom 4,605 were males and 4,352 females; 30,349 were 10 years old and over, of whom 19,931 were males and 10,418 females.

Occupations.—There were 17,583 persons of these ages employed in various occupations, of whom 17,147 were males and 436 females; 6,462 persons, all males, were engaged in agricultural pursuits; 3,625 in personal and professional services, of whom 3,245 were males and 380 females; 2,815 in trade and transportation, of whom 2,818 were males and 2 females; 4,681 in manufacturing and mechanical and mining industries, of whom 4,027 were males and 44 females.

Age and sex of working population.—Of these 17,583 employed persons, 268 were from 10 to 15 years old, of whom 246 were males and 22 females; 17,157 were from 16 to 59 years old, of whom 16,748 were males and 409 females; 158 were 60 years old and over, of whom 153 were males and 5 females.

SCHOOL OFFICIALS.

W. C. LOTHROP, territorial superintendent of public instruction, Denver.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office address.
Arapahoe.....	Frank Church	Denver.
Bent	R. M. Moore	Las Animas City.
Boulder.....	A. R. Brown.....	Boulder.
Clear Creek.....	William M. Clark.....	Georgetown.
Conejos.....	C. Stollsteimer.....	Guadalupe.
Costilla.....	Dario Gallegos.....	San Luis.
Douglas.....	Walter P. Miller.....	Larkspur.
El Paso.....	William M. Strickler.....	Colorado City.
Fremont.....	Warren R. Fowler.....	Cañon City.
Gilpin.....	H. M. Halo.....	Central City.
Greenwood.....	Jacob Gross, jr.....	Kit Carson.
Huerfano.....	A. J. Thomas.....	Butte Valley.
Jefferson.....	M. C. Kirby.....	Golden City.
Lake.....	H. C. Boon.....	Granite.
Larimer.....	James M. Galloway.....	Fort Collins.
Las Animas.....	Michael Beshoar.....	Trinidad.
Park.....	E. M. Innes.....	Hamilton.
Pueblo.....	Philip Zoeller.....	Pueblo.
Saguache.....	John Lawrence.....	Saguache.
Summit.....	George W. Mumford.....	Delaware City.
Weld.....	O. F. Bassett.....	Hillsborough.

DAKOTA.

[From report of Hon. J. M. Turner, superintendent of public instruction, for the scholastic year ended December 31, 1871.]

CONDITION OF SCHOOLS.

The annual reports of the county superintendents show a large increase in the number of schools during the year; but the failure of several school-district clerks in each county to forward their annual reports to the county superintendent makes the statistics imperfect and unsatisfactory.

During the past year many of the schools in each county have been visited, and generally found to be prosperous. New and commodious school-houses have been built in several of the older settled districts, and it is hoped the coming year will witness the displacement of a number of the log school-houses.

TEXT-BOOKS.

The diversity of text-books heretofore used in the schools of this Territory has been a hindrance to their prosperity. Some districts had adopted and were using almost exclusively one series; but these instances were very rare. The county superintendent of one of the most populous counties in the Territory says: "The books used are partly the National Series, with specimens of almost every series published in the United States for the past fifteen years." In October last the superintendent issued a circular with a view of uniformizing the text-books used in his jurisdiction.

SCHOOL PROSPECTS.

The coming year bids fair to be one of unexampled prosperity to our Territory. Railroads are being built, giving us increased facilities for immigration; our country is becoming more extensively known and better appreciated at the East; all of which give us reason to expect a large increase of our population, requiring the organization of many new school districts. With the faithful discharge of their duty by school officers, we may reasonably expect to see a decided improvement in the condition of our schools during the coming year.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Dakota was the eighth Territory in population, having 14,181 inhabitants, within an area of 150,932 square miles, an average of 0.09 person to the square mile. Of this population 12,887 were whites, 94 colored, and 1,200 Indians. Nine thousand three hundred and sixty-six persons were natives of the United States, and 4,815 were foreign-born. Of the native inhabitants, 1,307 whites, 16 colored, and 765 Indians were born within the Territory, while of the foreign residents 563 were born in Germany, 248 in England, and 888 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 1,144 persons attended school, of whom 136 were foreign-born. The white scholars numbered 1,128, of whom 606 were males and 522 females; the Indian scholars numbered 16, 8 males and 8 females.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 1,563, of whom 805 were foreign born.

Age, sex, and race of illiterates.—Of the 914 white illiterates, 114 were from 10 to 15 years old, of whom 56 were males and 58 females; 91 were from 15 to 21 years of age, of whom 44 were males and 47 females; 709 were 21 years old and over, of whom 403 were males and 306 females. Of the 31 colored illiterates, 2 were from 10 to 15 years old, 1 male and 1 female; 11 were from 15 to 21 years old, 3 males and 8 females; 18 were 21 years old and over, of whom 6 were males and 12 females. Two hundred and sixty-nine male and 349 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 35, with 52 teachers, 23 males and 29 females, and with 1,255 pupils, of whom 694 were males and 561 females.

Amount and source of educational income.—The total income of all the educational institutions was \$9,284, of which \$8,364 were derived from taxation and public funds, and \$920 from tuition and other sources.

Public schools.—The 34 public schools had 48 teachers—22 males and 26 females, with 1,223 pupils, of whom 679 were males and 544 females. They possessed a total income of \$8,684, of which \$8,364 were derived from taxation and public funds and \$320 from tuition and other sources.

Libraries.—There were 5 public libraries reported with 2,788 volumes, and 14 private libraries with 6,938 volumes; making in all 19 libraries with 9,726 volumes.

The press.—The 3 periodicals had an aggregate circulation of 1,652 copies, and an aggregate annual issue of 85,904 copies.

Churches.—Of the 17 church organizations, 10 possessed edifices, with 2,800 sittings, and the church property was valued at \$16,300.

Crime.—Of 3 persons imprisoned, June 1, 1870, 1 was native white and 2 foreigners; 2 persons were convicted during the year.

Age and sex of population.—Of the total population 3,367 persons were from 5 to 18 years old—1,736 males and 1,631 females; 10,640 were 10 years old and over, of whom 7,047 were males and 3,593 females.

Occupations.—There were 5,887 persons of these ages employed in various occupations, of whom 5,727 were males and 160 females; 2,522 persons—all males—were engaged in agricultural pursuits; 2,704 in personal and professional services, of whom 2,562 were males and 142 females; 204, all males, in trade and transportation; 457 in manufacturing and mechanical and mining industries, of whom 439 were males and 18 females.

Age and sex of working population.—Of these 5,887 employed persons, 24 were from 10 to 15 years old, of whom 19 were males and 5 females; 5,727 were from 16 to 59 years old, of whom 5,575 were males and 152 females; 136 were 60 years old and over, of whom 133 were males and 3 females.

SCHOOL OFFICIALS.

HON. J. M. TURNER, *superintendent of public instruction, Vermillion.* JAMES S. FOSTER, *deputy superintendent of public instruction, Yankton.*

COUNTY SUPERINTENDENTS.

County.	Superintendent	Post-office address.
Donhomme.....	F. Wells.....	Springfield.
Clay.....	S. A. Ufford.....	Vermillion.
Lincoln.....	John Falde.....	Canton.
Minnehaha.....	Cyrus Watts.....	Sioux Falls.
Turner.....	J. Childs.....	Swan Lake.
Union.....	J. W. McNeal.....	Elk Point.
Yankton.....	Rev. Joseph Ward.....	Yankton.

IDAHO.

RECEIPTS.

	1871.	1872.
Balance on hand beginning of school year.....	\$4,226 03	\$3,511 58
Received from Territory.....		3,529 51
Received from county taxes.....	8,881 54	12,339 01
Received from district taxes.....	4,742 86	840 58
Received from miscellaneous sources.....	4,670 67	2,276 13
Total.....	22,521 10	22,496 81

EXPENDITURES.

	1871.	1872.
Expended for teachers' salaries.....	\$14,020 43	\$14,715 00
Expended for sites, buildings, &c.....	2,547 28	109 35
Expended for school libraries and apparatus.....	43 40	.....
Contingent expenses.....	2,392 00	2,395 21
Total.....	19,003 11	17,219 56

SCHOOL STATISTICS.

	1871.	1872.
Population according to census of 1870.....		14,999
Legal school age.....		521
Number of males of school age.....	784	982
Number of females of school age.....	808	896
Total scholastic population.....	1,592	1,898
Number enrolled in school.....	906	1,416

SCHOOL DISTRICTS AND SCHOOLS.

	1871.	1872.
Number of districts.....	35	37
Number of schools.....	28	32
Number of teachers, (male 26, female 34).....	..	60
Average monthly pay of teachers.....	..	\$162 50
Number of school-houses.....	21	26

CONDITION OF SCHOOLS.

The report shows the schools to be in a very favorable condition, and affords evidences of unusual activity throughout the Territory.

SCHOOL LANDS.

There have been no moneys paid into the territorial treasury on account of sales of school lands, although sections 16 and 36 of each township have been reserved by the United States for school purposes; the title to the same still being in the United States, this Territory has no jurisdiction over them, therefore no disposition of the same can be made.

DISTRIBUTION OF SCHOOL FUNDS.

The superintendent suggests that section 10 of the school law, passed January 13, 1871, be amended so that the entire amount of money held by the county treasurer for school purposes, and by him reported to the county superintendent, shall be divided *per capita* among the several districts, in proportion to the number of children in each, as shown by the last report of the school-census marshal of each district. This section of the law, as it now stands, is the subject of great complaint. I ask the earnest attention of the law-making power to this subject, as a school district containing ten children receives as much of the two-thirds distributed under the present law as does a district containing one hundred.

COUNTY SUPERVISION.

It would seem that the portion of section 15 of the school law of 1870 and 1871, in relation to the requirement that the county superintendents should visit the several schools in the county at least once a year, has been sadly neglected. The salaries as now allowed are quite sufficient to defray all the expenses and enable them to give a more full account of the condition of each school under their supervision to the territorial superintendent.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Idaho was the seventh Territory in population, having 14,999 inhabitants within an area of 86,294 square miles, an average of 0.17 person to the square mile. This population consisted of 10,618 whites, 60 colored, 4,274 Chinese, and 47 Indians. Of this population 7,114 were natives and 7,885 were foreign-born. Of the native inhabitants 921 whites, 2 colored, 2 Chinese, and 21 Indians were born within the Territory, while of the foreign inhabitants 599 were born in Germany, 540 in England, and 986 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 466 persons attended school, of whom 50 were foreign-born. The white scholars numbered 458, of whom 240 were males and 218 females. The colored scholars numbered 8, 4 females and 4 females.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 3,388, of whom 3,250 were foreign-born.

Age, sex, and race of illiterates.—Of the 486 white illiterates, 36 were from 10 to 15 years old, of whom 17 were males and 19 females; 28 were from 15 to 21 years old, of whom 9 were males and 19 females; 422 were 21 years old and over, 315 males and 107 females. Of the 16 colored illiterates, 1 male was from 10 to 15 years old; 2 were from 15 to 21 years old—1 male and 1 female; 13 were 21 years old and over, of whom 4 were males and 9 females; 2,872 Chinese and 14 Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 25, with 33 teachers, 23 males and 10 females, and with 1,208 pupils, of whom 602 were males and 606 females.

Amount and source of educational income.—The total income of all the educational institutions was \$19,938, of which \$16,178 were derived from taxation and public funds and \$3,760 from tuition and other sources.

Public schools.—The 21 public schools had 26 teachers, 20 males and 6 females, with 1,048 pupils, of whom 527 were males and 521 females. They possessed an income of \$16,178, derived from taxation and public funds.

Private schools.—The 3 private day and boarding schools had 3 teachers, 1 male and 2 female, with 105 pupils, 50 males and 55 females. They possessed an income of \$2,060, derived from tuition and other sources.

Libraries.—There were 11 public libraries with 2,860 volumes, and 32 private libraries with 7,765 volumes; making, in all, 43 libraries with 10,625 volumes.

The press.—The 6 periodicals had an aggregate circulation of 2,750 copies, and an aggregate annual issue of 200,200 copies.

Churches.—Of the 15 church organizations, 12 had edifices, with 2,150 sittings, and the church property was valued at \$18,200.

Pauperism.—Of the 4 paupers, 3 were native whites and 1 foreigner.

Crime.—Of 28 persons imprisoned, June 1, 1870, 17 were native whites, 1 native colored, and 10 foreigners. Twenty-six persons were convicted during the year.

Age and sex of population.—Of the total population 1,695 persons were from 5 to 18 years old, of whom 897 were males and 798 females. Thirteen thousand one hundred and eighty-nine were 10 years old and over, of whom 11,270 were males and 1,919 females.

Occupations.—There were 10,879 persons of these ages employed in various occupations, of whom 10,754 were males and 125 females; 1,462 persons—all males—were engaged in agricultural pursuits; 1,423 in personal and professional services, of whom 1,310 were males and 113 females; 721 in trade and transportation, of whom 720 were males and 1 female; 7,273 in manufacturing and mechanical and mining industries, of whom 7,262 were males and 11 females.

Age and sex of working population.—Of these 10,879 employed persons, 33—all males—were from 10 to 15 years old; 10,808 were from 16 to 59 years old, of whom 10,683 were males and 125 females; 38 males were 60 years old and over.

MONTANA.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Montana was the sixth Territory in population, having 20,595 inhabitants within an area of 143,776 square miles, an average of 0.14 person to the square mile. This population consisted of 18,306 whites, 183 colored, 1,949 Chinese, and 157 Indians. Of these 12,616 were natives of the United States, and 7,979 were foreign-born. Of the native residents 1,588 whites, 15 colored, 84 Indians, and 6 Chinese were born within its borders; while of the foreign residents 1,233 were born in Germany, 692 in England, and 1,635 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 919 persons attended school, and of these 24 were foreign-born. Of the white scholars, 499 were males and 420 females, a total of 919. No colored, Chinese, or Indian pupils were reported.

Illiteracy.—There were 918 inhabitants of all races, 10 years old and over, unable to write, of whom 524 were foreign-born.

Age, sex, and race of illiterates.—Of the 643 white illiterates, 105 were from 10 to 15 years old, and of these 69 were males and 36 females; 58 were from 15 to 21, of whom 29 were males and 29 females; 420 were 21 years old and over, of whom 399 were males and 81 females. Of the 68 colored illiterates, 4 were from 10 to 15 years old, of whom 2 were males and 2 females; 15 were from 15 to 21 years old, of whom 2 were males and 13 females; and 49 were 21 years old and over, of whom 34 were males and 15 females. The Indian and Chinese illiterates numbered 207.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 54, having 65 teachers, of whom 34 were males and 31 females, and 1,745 pupils—1,027 males and 718 females.

Amount and source of educational income.—The total income of all the educational institutions was \$41,170, of which \$30,434 were derived from taxation and public funds, and \$10,736 from tuition and other sources.

Public schools.—The 45 public schools, with their 46 teachers, 33 males and 13 females, were attended by 1,544 pupils, of whom 965 were males and 579 females. To educate these they possessed a total income of \$32,925, of which \$30,434 were derived from taxation and public funds and \$2,491 from tuition and other sources.

Academy.—The one academy, with its 8 female teachers, had an attendance of 50 pupils, 10 of whom were males and 40 females. It had an income of \$1,200, derived from tuition and other sources.

Private schools.—The 7 private day and boarding schools had 7 teachers, 1 male and 6 females, and 130 pupils, 52 males and 78 females. They possessed an income of \$5,245, derived from tuition and other sources.

Libraries.—There were 13 public libraries with 5,100 volumes, and 128 private libraries with 14,690 volumes; making in all 141 libraries, containing 19,790 volumes.

The press.—The 10 periodicals had an aggregate circulation of 19,580 copies and an aggregate annual issue of 2,860,600 copies.

Churches.—Of the 15 church organizations 11 had edifices with 3,850 sittings, and the church property was valued at \$99,300.

Pauperism.—Of the 23 paupers 8 were native whites and 15 foreigners.

Crime.—Of 16 persons imprisoned, June 1, 1870, 13 were native whites, 1 native colored, and 2 foreigners; 24 persons were convicted during the year.

Age and sex of population.—Of the total population 2,101 were from 5 to 18 years old, of whom 1,134 were males and 967 females; 18,170 were 10 years old and over, of whom 15,517 were males and 2,653 females.

Occupations.—There were 14,048 persons of these ages engaged in various occupations, of whom 13,877 were males and 171 females. Of these 2,111 were engaged in agricultural pursuits, of whom 2,110 were males and 1 female; 2,674 in personal and professional services, of whom 2,515 were males and 159 females; 1,233 in trade and transportation, of whom 1,232 were males and 1 female; 8,030 in manufacturing and mechanical and mining industries, of whom 8,020 were males and 10 females.

Age and sex of working population.—Of the 14,048 employed persons 5 were from 10 to 15 years old, 1 male and 4 females; 14,011 were from 16 to 59 years old, of whom 13,846 were males and 165 females; 32 were 60 years old and over, of whom 30 were males and 2 females.

NEW MEXICO.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 New Mexico was the second Territory in population, having 91,874 inhabitants within an area of 121,201 square miles, an average of 0.76 person to the square mile. This population consisted of 90,393 whites, 172 colored, and 1,309 Indians. Of these 86,254 were natives of the United States and 5,620 foreign-born. Of the native residents 82,193 whites, 57 colored, and 925 Indians were born within its borders, while of the foreign residents 582 were born in Germany, 120 in England, and 543 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 1,889 persons attended school, and of these 59 were foreign-born. Of the white scholars 1,095 were males and 782 females—a total of 1,877. Of the 3 colored pupils 2 were males and 1 female; 5 male Indians and 4 females were also reported.

Illiteracy.—There were 52,220 inhabitants of all races, 10 years old and over, unable to write, of whom 2,909 were foreign-born.

Age, sex, and race of illiterates.—Of the 51,140 white illiterates 9,423 were from 10 to 15 years old, and of these 4,530 were males and 4,893 females; 9,690 were from 15 to 21 years old, of whom 3,956 were males and 5,734 females; 32,027 were 21 years old and over, of whom 14,892 were males and 17,135 females. Of the 109 colored illiterates 9 were from 10 to 15 years of age, of whom 5 were males and 4 females; 18 were from 15 to 21 years old, of whom 7 were males and 11 females; 82 were 21 years old and over, of whom 58 were males and 24 females; 331 males and 640 female Indian illiterates were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 44, having 72 teachers, of whom 38 were males and 34 females, to educate their 1,798 pupils, 1,014 of whom were males and 784 females.

Amount and source of educational income.—The total income of all the educational institutions was \$29,886, of which \$1,200 were derived from taxation and public funds and \$28,686 from tuition and other sources.

Public schools.—The 5 public schools, with 5 male teachers, were attended by 188 pupils, of whom 84 were males and 104 females. To educate these they possessed an income of \$1,000, derived from tuition and other sources.

Colleges.—The one college, with 4 male teachers, was attended by 261 male students. It possessed an income of \$4,500 from tuition and other sources.

Academies.—The 3 academies, with 17 female teachers, had an attendance of 235 female pupils. They possessed an income of \$12,250, derived from tuition and other sources.

Private schools.—The 29 day and boarding schools had 34 teachers, of whom 25 were males and 9 females, and were attended by 775 pupils—467 males and 308 females. They had an income of \$7,232, derived from tuition and other sources.

Libraries.—There were 33 public libraries, with 9,620 volumes, and 83 private libraries with 29,805 volumes—making in all 116 libraries, containing 39,425 volumes.

The press.—The 3 periodicals had an aggregate circulation of 1,525 copies, and an aggregate annual issue of 137,350 copies.

Churches.—Of the 158 church organizations 152 had edifices, with 81,560 sittings, and the church property was valued at \$322,621.

Crime.—Of the 24 persons imprisoned June 1, 1870, 18 were native whites, 3 were native colored, and 3 foreigners. Nine persons were convicted during the year.

Age and sex of population.—Of the total population 29,312 were from 5 to 18 years old, of whom 14,440 were males and 14,872 females; 66,464 were 10 years old and upward, of whom 34,415 were males and 32,049 females.

Occupations.—There were 29,361 persons of these ages engaged in various occupations, of whom 26,281 were males and 3,080 females. Of these, 18,668 were engaged in agricultural pursuits, of whom 18,432 were males and 236 females; 7,535 persons in personal and professional services, of whom 5,542 were males and 1,993 females; 863 persons—all males—were engaged in trade and transportation; 2,295 in manufactures and mechanical and mining industries, of whom 1,444 were males and 851 females.

Age and sex of working population.—Of the 29,361 employed persons, 1,295 were from 10 to 15 years old, of whom 994 were males and 301 females; 26,250 were from 16 to 59 years old, and of these 23,633 were males and 2,617 females; 1,816 were 60 years old and over, of whom 1,654 were males and 162 females.

U T A H .

[From report of Hon. Robert L. Campbell, territorial superintendent of public instruction, for the scholastic year ended December 31, 1871.]

SCHOOL REVENUE.

The schools generally are sustained by tuition fees, which range from \$2.50 to \$8 per quarter. The amount of taxes appropriated to the use of schools during the year was \$5,254; amount of building-fund raised, \$32,907.70.

ATTENDANCE.

Number of boys between 4 and 16 years.....	14, 434
Number of girls between 4 and 16 years.....	14, 303
Total scholastic population	28, 737
Number of male scholars enrolled.....	8, 369
Number of female scholars enrolled.....	8, 623
Total enrollment	16, 992
Percentage of names enrolled.....	59. 1
Average daily attendance.....	12, 819
Percentage of school population actually attending school.....	44. 6

TEACHERS.

Number of male teachers	197
Number of female teachers	161
Amount paid male teachers.....	\$50, 419 68
Amount paid female teachers	\$28, 141 85
Total paid to teachers	\$78, 561 53

SCHOOL DISTRICTS AND SCHOOLS.

Number of school-districts.....	223
Number of districts reported	198
Number of schools.....	268
Number of months schools have been open.....	6. 9

FINANCES.

An era in our financial status dawns upon us. The opening of new lines of railroad, the development of the mineral resources of the Territory, and the immunity enjoyed in 1871 by the husbandman from the "raids" of the grasshoppers, which have for the four years preceding, either partially or entirely destroyed our crops, have conspired to place us financially in a condition to increase our efforts for the aid and support of common schools. The lack of means meets trustees on every hand. Philanthropic trustees and teachers have done much toward schooling indigent children; this burden should be borne, not by a profession nor by individuals, but by the commonwealth. It is respectfully submitted whether the territorial tax should not be increased one-fourth of one per cent., and that this amount be appropriated for the use of common schools; also, that it be enacted that the tax collected by the counties from railroads, and the licenses by cities from banks, inure to the school fund. And it is further submitted whether the school fund is not the proper one to receive all fines, forfeitures, and escheats.

DONATIONS.

It is respectfully suggested that there should be an agent appointed in behalf of the Territory to solicit and receive benefactions which may be made to the common-school fund of the Territory. If any of the States or Territories have claims upon the generosity of philanthropists throughout the nation for assistance in their educational efforts, surely Utah, whose inhabitants are engaged in reclaiming the most arid and forbidding portion of the public domain, will not be forgotten.

FREE SCHOOLS.

The communications of county superintendents favor the adoption of a system of free schools. The public sentiment is sufficiently ripe to justify favorable legislation looking to that end. Antecedent to this, however, there is an essential preparatory work, without which the results anticipated from such a system will fail of realization. Taking advantage of the seventh section in the present school code, which authorizes the assessment and collection of one per cent. to pay teachers, several school districts have essayed to adopt the free-school system before they have erected the necessary buildings, or been able to supply the aids absolutely needed to make the work of the school-room approach success, and leaving almost entirely in the background the hiring of teachers of acknowledged ability. If, in the judgment of the assembly, it is deemed immature or unadvisable to inaugurate a system of free schools, the amendment of the present school code so as to authorize districts, by a two-thirds vote of the tax-payers in the same, to collect 1½ per cent. to pay teachers, would enable many districts that prefer the system of taxation to do so successfully.

COUNTY SUPERINTENDENTS.

Upon the efficiency of this officer much of our educational success depends. When the time arrives that county courts have funds sufficient and are so fully alive to school interests that they will be willing to employ practical educators of ability, allowing such a salary as will adequately compensate a county superintendent for the employment of so much of his time as may be necessary for the direction and regulation of the schools in the county, then a step will be taken which can not fail of producing a revolution greatly needed in our school system. Salt Lake County demands nearly the whole time of an efficient county superintendent, who should be a practical educator. Smaller counties may be divided into school districts, with a district superintendent, who should be the officer to hold institutes and give direction in the most approved methods of discipline and instruction to be adopted uniformly throughout the Territory.

TRUSTEES.

It is maintained by some of our educators that the trustees in cities should be relieved by educational boards, whose secretary should be city superintendent. County superintendents universally complain of the laxity of trustees in furnishing statistics. It is respectfully submitted whether it would not be the better method to allow some reasonable compensation for this labor, which could be performed by one of the trustees, to whom the county superintendent could address all communications with the assurance that the same would receive immediate attention.

TEACHERS.

Experience in Utah has demonstrated that the cheapest teachers have been those who were professional and whose abilities have commanded the highest salaries, and *vice versa*. The cry from north to south is, "Send us competent teachers." It is hoped that the day has passed in Utah when cheapness will be considered a teacher's greatest recommendation, and that it will not be long before we shall be willing to pay such salaries as will secure the best quality of instruction.

TEXT-BOOKS.

An effort has been made by the school authorities to secure and maintain uniformity in text-books; also, to reduce the prices of the same. The text-books in the schools, with the exception of the readers, are those that have been in use during the last ten years. The readers were objectionable, and from year to year prominent teachers urged a change. Recently this has been made, and the National Series of readers and spellers adopted. Changes are not desirable, and in our present immature financial condition are annoying.

SCHOOL APPARATUS.

To supply the district schools throughout the Territory with necessary school apparatus will require a considerable amount of means, as in some of the districts the furnishings are very meager.

NORMAL SCHOOL.

The superintendent renews his recommendation for the establishment of a normal school. A public block in the Twentieth ward of Salt Lake City is suggested as a suit-

able location. It has been also suggested that South Willow Creek would afford a good site for a normal school. In some respects it would be less objectionable than Salt Lake City, and it has the recommendation of being one of the first school districts in Utah to hire competent teachers and furnish the necessary school apparatus.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Utah was the third Territory in population, having 86,786 inhabitants within an area of 84,476 square miles, an average of 1.03 persons to the square mile. This population consisted of 86,044 whites, 118 colored, 179 Indians, and 445 Chinese. Of these, 56,034 were natives of the United States, and 30,702 were foreign-born. Of the native residents 41,211 whites, 39 colored, and 176 Indians were born within its borders, while of the foreign residents 358 were born in Germany, 16,073 in England, and 502 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 14,632 persons attended school, and of these 2,006 were foreign-born. Of the 14,616 white scholars 7,616 were males and 7,000 females. Of the 9 colored scholars 6 were males and 3 females; 1 male and 6 female Indian scholars were also reported.

Illiteracy.—There were 7,363 inhabitants of all races, 10 years old and over, unable to write, and of these 4,029 were foreign-born.

Age and sex of illiterates.—Of the 7,097 white illiterates 2,828 were from 10 to 15 years old, and of these 1,539 were males and 1,289 females; 952 were from 15 to 21 years old, and of these 523 were males and 429 females; 3,317 were 21 years old and over, of whom 1,137 were males and 2,180 females. Of the 22 colored illiterates 3 were from 10 to 15 years old, 2 males, and 1 female; 1 female was 21 years old; 18 were 21 years old and over, of whom 8 were males and 10 females; 209 male and 6 female Chinese, also 13 male and 16 female Indian illiterates, were reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 267, having 408 teachers, of whom 207 were males and 201 females, to educate their 21,067 pupils, of whom 9,844 were males and 11,223 females.

Amount and source of educational income.—The total income of all the educational institutions was \$150,447, of which \$4,151 were derived from taxation and public funds, and \$146,296 from tuition and other sources.

Private schools.—The 262 day and boarding schools had 398 teachers, of whom 201 were males and 197 females, and were attended by 20,772 pupils, of whom 9,683 were males and 11,089 females. They possessed a total income of \$135,342, of which \$4,151 were derived from taxation and public funds, and \$141,191 from other sources, including tuition.

Libraries.—There were 74 public libraries, containing 31,493 volumes, and 52 private libraries with 7,684 volumes, making in all 133 libraries, containing 39,177 volumes.

The press.—The 10 periodicals had an aggregate circulation of 14,250 copies, and an aggregate annual issue of 1,578,400 copies.

Churches.—Of the 165 churches 164 had edifices, with 86,110 sittings, and the church property was valued at \$674,600.

Pauperism.—Of the 51 paupers, 19 were native whites, 1 native colored, and 31 foreign-born.

Crime.—Nineteen native whites were in prison June 1, 1870. Twenty-seven persons were convicted during the year.

Age and sex of population.—Of the total population 30,416 persons were from 5 to 18 years old, and of these 15,344 were males and 15,072 females. Fifty-six thousand five hundred and fifteen were 10 years old and over, of whom 28,729 were males and 27,786 females.

Occupations.—Twenty-one thousand five hundred and seventeen persons of these ages were engaged in various occupations, of whom 20,442 were males and 1,075 females; 10,428 were engaged in agricultural pursuits, of whom 10,417 were males and 11 females; 5,317 in personal and professional services, of whom 4,384 were males and 933 females; 1,665 in trade and transportation, of whom 1,648 were males and 17 females; 4,107 persons in mechanical and manufacturing and mining industries, of whom 3,993 were males and 114 females.

Age and sex of working population.—Of the 21,517 employed persons, 832 were from 10 to 15 years old, of whom 597 were males and 235 females; 19,697 were from 16 to 59 years old, and of these 18,885 were males and 812 females; 980 were 60 years old and over, of whom 960 were males and 20 females.

SCHOOL OFFICIALS.

ROBERT L. CAMPBELL, *territorial superintendent of common schools.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Residence.
Beaver.....	A. M. Farnsworth.....	Beaver.
Box Elder.....	James Bywater.....	Brigham City.
Cache.....	Samuel Roskelly.....	Smithfield.
Davis.....	Chester Call.....	Bountiful.
Iron.....	W. C. McGregor.....	Parowan.
Juab.....	Thomas Ord.....	Xephi.
Kane.....	Seth Johnson.....	Toquerville.
Millard.....	F. M. Lyman.....	Fillmore.
Morgan.....	J. R. Porter.....	Porterville.
Plute*.....		
Rich.....	James H. Hart.....	Bloomington.
Salt Lake.....	Robert L. Campbell.....	Salt Lake City.
San Pete.....	William T. Reid.....	Manti.
Sevier*.....		
Summit.....	John Boyden.....	Coalville.
Tooele.....	A. Galloway.....	Tooele.
Utah.....	W. N. Dusenbury.....	Provo.
Wasatch.....	Thomas H. Giles.....	Heber.
Washington.....	George A. Burgou.....	Saint George.
Weber.....	W. W. Burton.....	Ogden.

* Entirely abandoned on account of Indian hostilities.

WASHINGTON TERRITORY.*

[From report of Hon. N. Rounds, territorial superintendent of public instruction, for the scholastic year 1872.]

SCHOOL STATISTICS.

Number of school districts.....	222
Number of school-houses.....	144
Number of schools taught.....	157
Number of persons of school-age, (4 to 21).....	8,306
Number attending school.....	3,820
Amount of public money paid teachers.....	\$28,088

CONDITION OF EDUCATIONAL INTERESTS.

There is a university at Seattle, a female seminary at Olympia, a conference seminary at Vancouver, and four Catholic schools.

A uniform series of text-books has been generally adopted in the public schools. Measures have been taken to increase the attendance at school by compulsory legislation.

Teachers' institutes are held in several of the judicial districts. Rev. George H. Atkinson, of Oregon, says of one of these institutes, held at Vancouver, Clarke County, which he attended: "It was a very profitable one. The people came out in good numbers, children took part, and teachers were wide awake."

SCHOOLS OF THURSTON COUNTY.

The superintendent of Thurston County reports 856 scholars in the county, of whom three-fifths have attended school. Number of school-houses, 18. The average length of time school has been kept is four months. The number of persons in the county over 21 years of age who can neither read nor write is 13.

It is stated that there have been more experienced teachers teaching in the county during the past year than at any previous time. It is feared, however, that these will not long continue without an increase of salary.

It has been found impracticable to adopt the books recommended by the territorial superintendent. There is not a general willingness on the part of parents to buy new books, and to use them in part would increase instead of diminish the diversity of books.

The superintendent urges the importance of teachers' institutes, and remarks: "It is just as necessary to have educational meetings to keep up sufficient interest as it is to have political meetings to save the country."

He urges the importance of making school-houses comfortable and attractive, and recommends the greatest care in the selection of teachers.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Washington was the fifth Territory in population, having 23,955 inhabitants to 69,994 square miles, an average of 0.34 person to the square mile. Of this population 22,195 were whites, 207 were colored, 234 were Chinese, and 1,319 were Indians. Of these 18,931 were natives of the United States, while 5,024 were foreign-born. Of the native residents 5,862 whites, 102 colored, and 968 Indians were born within its limits, while of the foreign residents 645 were born in Germany, 791 in England, and 1,047 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 3,537 persons attended school, of whom 214 were foreign-born. The white scholars numbered 3,503, of whom 1,864 were males and 1,639 females. The colored scholars numbered 29, 14 males and 15 females; and the Indian scholars numbered 5, 4 males and 1 female.

Illiteracy.—The number of inhabitants of all races, 10 years old and over, unable to write, was 1,307, of whom 503 were foreign-born.

Age, sex, and race of illiterates.—Of the 823 white illiterates 129 were from 10 to 15 years old, of whom 71 were males and 58 females; 78 were from 15 to 21 years old, of whom 44 were males and 34 females; 616 were 21 years old and over, 437 males and 179 females. Of the 34 colored illiterates 4 were from 10 to 15 years old, 2 males and 2 females; 6 were from 15 to 21 years old, 4 males and 2 females; 24 were 21 years old and over, of whom 15 were males and 9 females; 450 Indian illiterates were also reported.

* "The returns are partial, and their correctness is only approximate."—*Extract from letter of superintendent.*

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 170, with 197 teachers, 85 males and 112 females; and with 2,499 pupils, 2,816 males and 2,683 females.

Amount and source of educational incomes.—The total income of all the educational institutions was \$48,302, of which \$800 were derived from endowment, \$30,326 from taxation and public funds, and \$17,176 from other sources, including tuition.

Public schools.—The 154 public schools had 158 teachers, 75 males and 83 females; with 4,760 pupils, 2,456 males and 2,304 females. They possessed a total income of \$33,746, of which \$30,326 were derived from taxation and public funds, and \$3,420 from tuition and other sources.

Colleges.—The 2 colleges had 8 teachers, 5 males and 3 females, and were attended by 199 students, 140 males and 59 females. They had a total income of \$4,800, of which \$900 were derived from endowment and \$4,000 from other sources, including tuition.

Academy.—The 1 academy had 4 teachers, 2 males and 2 females, with 61 pupils, of whom 29 were males and 32 females. It possessed an income of \$1,188, derived from tuition and other sources.

Private schools.—The 11 private day and boarding schools had 20 teachers, 3 males and 17 females, with 358 pupils, 135 males and 223 females. They possessed an income of \$7,068, derived from tuition and other sources.

Libraries.—There were 30 public libraries, with 13,552 volumes, and 72 private libraries, with 19,810 volumes, making, in all, 102 libraries with 33,362 volumes.

The press.—The 14 periodicals had an aggregate circulation of 6,785 copies, and an aggregate annual issue of 396,500 copies.

Churches.—Of the 47 church organizations, 36 had edifices, with 6,000 sittings, and the church property was valued at \$62,450.

Pauperism.—Of the 20 paupers, 13 were native whites, 2 native colored, and 5 foreigners.

Crime.—Of 19 persons imprisoned, June 1, 1870, 7 were native whites, 1 native colored, and 11 foreigners. Twenty persons were convicted during the year.

Age and sex of population.—Of the total population, 6,458 were from 5 to 18 years old; and of these 3,332 were males and 3,126 females; 17,334 were 10 years old and over, of whom 11,611 were males and 5,723 females.

Occupations.—Nine thousand seven hundred and sixty persons of these ages were employed in various occupations, of whom 9,524 were males and 236 females; 3,771 persons were engaged in agricultural pursuits, of whom 3,759 were males and 12 were females; 2,207 in personal and professional services, of whom 2,000 were males and 207 females; 1,129 in trade and transportation, of whom 1,127 were males and 2 females; 2,653 in manufacturing and mechanical and mining industries, of whom 2,638 were males and 15 females.

Age and sex of working population.—Of these 9,760 employed persons, 45 were from 10 to 15 years old, of whom 37 were males and 8 females; 9,532 were from 16 to 59 years old, of whom 9,310 were males and 222 females; 183 were 60 years old and over, of whom 177 were males and 6 females.

WYOMING.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 Wyoming was the tenth Territory in population, having 9,118 inhabitants, within an area of 97,883 square miles, an average of 0.09 person to the square mile. This population consisted of 8,726 whites, 183 colored, 66 Indians, and 143 Chinese. Of these 5,605 were natives of the United States, and 3,513 were foreign-born. Of the native residents 259 whites, 2 colored, and 32 Indians were born within its borders, while of the foreign residents 652 were born in Germany, 556 in England, and 1,102 in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 364 persons attended school, and of these 28 were foreign-born. Of the 363 white scholars 178 were males and 185 females. The 1 colored pupil was a male.

Illiteracy.—There were 602 inhabitants of all races, 10 years old and over, unable to write, and of these 336 were foreign-born.

Age and sex of illiterates.—Of the white illiterates 41 were from 10 to 15 years old, and of these 22 were males and 19 females; 23 were from 15 to 21 years old, of whom 14 were males and 14 females; 412 were 21 years old and over, of whom 328 were males and 86 females. Of the colored illiterates 1 male was 10 years old; 3 males were from 15 to 21 years old; 45 were 21 years old and over, of whom 33 were males and 12 females; 33 male and 1 female Chinese; 8 male and 30 female Indians were also reported.

Educational institutions.—According to Table XII, vol. 1, of Census Report, the total number of educational institutions was 9, having 15 teachers, of whom 7 were males and 8 females, to educate 305 pupils, of whom 190 were males and 115 females.

Amount and source of educational income.—The total income of all the educational institutions was \$3,376, of which \$2,876 were derived from taxation and public funds and \$5,500 from tuition and other sources.

Public schools.—The 4 public schools, with 4 teachers, (2 male and 2 female,) were attended by 175 pupils, of whom 100 were males and 75 females. To educate these they had an income of \$2,876, derived from taxation and public funds.

Private schools.—The 5 day and boarding schools had 11 teachers, (5 males and 6 females,) and were attended by 130 pupils, of whom 90 were males and 40 females. They had an income of \$5,500, derived from tuition and other sources.

Libraries.—There were 11 public libraries, with 1,103 volumes; also, 20 private libraries, with 1,500 volumes; making in all 31 libraries, containing 2,603 volumes.

The press.—The 6 periodicals had an aggregate circulation of 1,950 copies, and an aggregate annual issue of 243,300 copies.

Churches.—Of the 12 church organizations 12 had edifices with 3,500 sittings, and the church property was valued at \$46,000.

Crime.—Of the 13 persons imprisoned June 1, 1870, 7 were native whites and 6 foreign-born; 24 persons were convicted during the year.

Age and sex of population.—Of the total population 856 were from 5 to 18 years old, of whom 449 were males and 407 females; 8,059 were 10 years old and over, of whom 6,650 were males and 1,409 were females.

Occupations.—Six thousand six hundred and forty-five persons of these ages were engaged in various occupations, of whom 6,345 were males and 300 females; 165 persons were engaged in agricultural pursuits, of whom 164 were males and 1 female; 3,170 in personal and professional services, of whom 2,898 were males and 272 were females; 1,646 males were engaged in trade and transportation; 1,664 persons were engaged in manufactures and mechanical and mining industries, of whom 1,637 were males and 27 females.

Age and sex of working population.—Of the 6,645 employed persons 4 were from 10 to 15 years old, of whom 1 was a male and 3 females; 6,633 were from 16 to 59 years old, and of these 6,337 were males and 296 females; 8 were 60 years old and over, of whom 3 were males and 1 female.

DISTRICT OF COLUMBIA.**SCHOOL STATISTICS.**

[For the school year ended August 31, 1872.]

Area of the District of Columbia, including the cities of Washington and Georgetown, and an adjacent rural district, generally known as the county, 64 square miles.

Population, United States census, 1870:	
Washington.....	109, 199
Georgetown.....	11, 334
County.....	11, 117
Total	131, 700
School population, (age 6 to 17 years, inclusive:)	
Washington.....	25, 935
Georgetown.....	2, 833
County.....	2, 554
Total	31, 671
Pupils enrolled in public schools, 1871-'72:	
Washington.....	12, 989
Georgetown.....	1, 032
County.....	1, 534
Total	15, 555
Aggregate number of pupils in private schools, 1872, (report of United States Commissioner of Education).....	5, 882
Whole number of seats provided for pupils in the public schools, 1871-'72:	
Washington.....	11, 643
Georgetown.....	1, 008
County.....	1, 412
Total	14, 063
Whole number of teachers in the public schools, 1871-'72:	
Washington.....	213
Georgetown.....	19
County.....	31
Total	263
Valuation of taxable property, 1871-'72:	
Washington.....	\$62, 400, 000
Georgetown.....	5, 900, 000
County.....	6, 500, 000
Total	74, 800, 000
School tax, (per cent.,) 1871-'72:	
Washington.....	\$0. 006
Georgetown.....	. 0025
County.....	. 004
Total receipts from school tax, &c., 1871-'72:	
Washington.....	\$318, 701 99
Georgetown.....	13, 519 96
County.....	23, 418 13
Total	355, 640 07

Total payment for public-school purposes, 1871-'72:	
Washington.....	\$425,743 98
Georgetown.....	14,266 00
County.....	39,985 96
Total	479,995 94
Value of public-school property:	
Washington.....	\$870,000
Georgetown.....	27,100
County.....	54,600
Total	951,700

No change has been made in the organizations of the public-school system of the District since the last report. The schools are still under the control of four boards of trustees, each one entirely independent of the others. One board has charge of the white schools of Washington, one of the white schools of Georgetown, one of the white and colored schools outside the city, (known as county schools,) and one of the colored schools of Washington and Georgetown. The members of the first three are appointed by the governor. The fourth board is appointed by the Secretary of the Interior.

The school revenue of the District is derived almost entirely from taxation, and in no other part of the United States is so heavy a school tax levied. The rate of tax for 1871-'72 was, in Washington, .006; in Georgetown, .0025; in the county, .004.

WASHINGTON.

WHITE PUBLIC SCHOOLS.

Hon. J. O. WILSON, *superintendent.*

White population.....	73,731
White school population.....	17,403
Number of pupils enrolled in white public schools.....	8,764
Average enrollment.....	6,734
Average attendance.....	6,231
Per cent. of attendance on average enrollment.....	92.5
Number of pupils in private schools.....	5,704
Number of regular teachers in public schools.....	130
Number of special teachers in public schools.....	8
Whole number of teachers.....	138
Amount paid for teachers' salaries.....	\$102,477 90
Amount paid for incidental expenses.....	\$63,605 18
Amount paid for permanent improvements.....	\$132,476 96
Cost of tuition per pupil.....	\$24 66

The result of the past year's labor, as exhibited in the annual report, affords unmistakable evidence of improvement in the common-school system, and indicates a growing tendency on the part of all classes to avail themselves of its advantages.

RECOMMENDATIONS OF THE SUPERINTENDENT.

The superintendent repeats the recommendations contained in his last report, that a normal or training school, and a high school, be established without delay. He recommends the erection of a large building for the female schools of the second district, and one or more buildings for primary schools in other districts; also, that steps be taken for training and educating such boys as are found unmanageable in the public schools. He urges the active co-operation of the board with the Delegate in Congress to secure the donation of public lands to aid public education in the District.

NEW PUBLIC-SCHOOL BUILDINGS.

During the past year the Cranch building, containing 6 rooms, and the Jefferson building, with 20 rooms, accommodating 1,200 pupils, have been completed. The latter edifice comprises a center building 111 by 59 feet, and two adjoining wings, each 30 feet 9 inches front by 88 feet deep. The height of the building is 60 feet. The third story contains the public hall, which occupies 4,600 square feet and is capable of seating 1,200 persons. There are six play-grounds, two under each wing, each 41 feet 6 inches by 27 feet, and two under the rear of the center building, 27 by 39 feet 6 inches

each. The dedicatory exercises took place December 7, 1872. Addresses were made by several gentlemen, from whose remarks the following extracts are taken:

Hon. J. O. Wilson, superintendent of public schools for white children in Washington, said: "The name with which the board of trustees of public schools have thought proper to honor this grand edifice calls up the earliest efforts made to establish a system of public education in the city of Washington.

"In August, 1805, the first board of trustees of public schools was organized, and Thomas Jefferson was unanimously elected president of the board. Mr. Jefferson's letter of acceptance is in the following words:

"MONTICELLO, August 14, 1805.

"SIR: A considerable journey southwardly from this has prevented my sooner acknowledging letters from yourself, from Mr. Gardiner, and S. H. Smith, announcing that I had been elected by the city council a trustee of the public schools to be established at Washington, and by the trustees to preside at their board. I received, with due sensibility, these proofs of confidence from the city council and the board of trustees, and ask the favor of you to tender them my just acknowledgments. Sincerely believing that knowledge promotes the happiness of men, I shall ever be disposed to contribute my endeavors toward its extension, and, in the instance under consideration, will willingly undertake the duties proposed to me, so far as other paramount obligations will permit my attention to them."

"Mr. Jefferson was re-elected annually, and continued president of the board for three successive years, when his term of office as President of the United States expired and he returned to Monticello.

"Two schools were established at first, one in the east and one in the west section of the city; and it was ordered that two school-houses, each 50 by 20 feet, should be built, at a cost not exceeding \$1,200 each. The part of the city in which we are now convened was ignored in this order. Here might have been seen at that time an unbroken wilderness; but if a willful wrong was then done, South Washington is amply and nobly revenged to-day."

Governor Cooke spoke in strong terms of the "claim of the District of Columbia to a share of the beneficence of the National Government, so liberally extended to all the other Territories of the United States in aid of education. As early as 1805 a memorial was presented to Congress upon this subject. Through two-thirds of a century of great history the righteousness of that prayer has been of no avail; but still our faith abides that this little Territory, forever excluded from the full benefits and high privileges of the Union, will at least receive a fair equivalent to the rich dower bestowed upon each of her more favored sisters."

Hon. B. G. Northrop, secretary of the Connecticut board of education, after alluding to the vast improvement of the Washington City public schools during the last ten years in buildings, supervision, instruction, and public regard, spoke of the good influence of the public school on all, rich or poor, who attended its instruction. "The high school is truly democratic; it is a leveler, and, best of all, it always levels up."

"Washington has lately made munificent expenditures for schools, but they will prove your most profitable investments. I advocate the most rigid economy in all things, but this is by no means a synonym for parsimony. A mere saving of money is not economy where there is a proportionate loss of something of greater value. In the beautiful letter in which Penn took leave of his family, he said to his wife, 'Live low and sparingly until my debts be paid.' Yet for his children he added, 'Let their learning be liberal, spare no cost, for by such parsimony all is lost that is saved.' Many, unlike Penn, would 'save' and curtail all educational expenses, that they may leave a larger fortune for half-educated children to squander in luxury and idleness, forgetting that a good moral and mental training is the richest and safest legacy, the best safeguard against prodigality. Without it the sudden inheritance of wealth will be likely to transform the frugal boy into a reckless spendthrift.

"American and European schools have their distinctive excellences, and can each learn much from the other. Of late the schools of Prussia have been overpraised. Though justly lauded by Horace Mann, Professor Stowe, and others thirty years ago, they do not retain the same pre-eminence. Relatively there has been greater progress in some other lands. Stimulated, indeed, by their illustrious example, others have overtaken them in the race. These remarks apply to the general public-school system, and not to their magnificent universities and other higher institutions. For graduates of our colleges, with fixed principles, studious habits, and disciplined minds, the great universities of Europe proffer the means of higher culture than America can yet furnish. But for our youth the so-called golden opportunities of continental culture have been greatly exaggerated. For them our schools are better than the European. To send our boys away to foreign boarding-schools is a great mistake. This is one of the fashionable follies which is just now having its day, for with fashion one can not reason.

"Laws, customs, manners, and institutions educate as well as the schools. Like an atmosphere, these influences surround the child, and unconsciously mold his character.

These elements, healthful and invigorating in republics, are repressive in monarchies, where you witness on every hand an obsequiousness to rank, a deference to usage, an unquestioning submission to mere authority, which are unfriendly to the elasticity, the independence, and, still more, to the aspirations of the juvenile mind. The *gens d'armes* standing at every corner make only one of many reminders that there is always near you, or rather over you, the outstretched arm of resistless power. In the knowledge of men and things, in courage and aspiration, in push and energy, in solid utility, and the adaptation of means to ends, American education means more than that of any other nation."

Mr. Northrop also spoke of the points in which our schools excel those in Europe, viz: 1. School architecture; 2. Ventilation; 3. School furniture; 4. Text-books, 5. Rapid mental combinations in arithmetic; 6. Geography and map drawing; 7. Religious instruction; 8. School government; 9. Co-education of the sexes; and said, if time permitted, he could present twenty particulars in which the schools of Europe excel ours, and in reference to which we may follow their example and ought to do so.

Professor Tyndall said that he had followed all the exercises with the keenest interest. He could not resist the invitation to be present. He was anxious to learn something of the manner of the education of American youth from personal observation. What he had seen had deeply interested him. He had spent two years of his life in educating the young, and it was one of the greatest pleasures he had ever experienced to see the young mind brighten and expand. He referred to the German educational system. It was a splendid one, but not suitable for America.

Senator Patterson expressed himself as believing that all the States owe a debt of gratitude to the District of Columbia for what it has done during the years past, and for the reason that the people of the District were in a certain sense the representatives of all the people. Strangers judge very much of the whole country by what they see here. The substantial advancement accomplished in ten years was most gratifying. He thought that Congress, in its failure to set apart a portion of the public domain for the support of schools in the District, had perhaps acted too much on the principle that "to him that hath shall be given, but from him that hath not shall be taken away even that which he hath."

Mr. Mori, the ambassador from Japan, spoke of himself as the only representative present of a nation with whom education is at its dawn. The exercises had given him the greatest pleasure. He sketched briefly the new plan of education that had just been adopted in Japan.

The United States Commissioner of Education was invited to address the audience, but declined to make any extended remarks on account of the length of the previous exercises.

The following letter was received from the President of the United States:

EXECUTIVE MANSION,
Washington, D. C., December 6, 1872.

MY DEAR SIR: I regret that I shall be unable to be present, in accordance with your very polite invitation, at the formal opening and dedication to-morrow of the Jefferson school building. The cause of education is one in which all good citizens must take great interest, and the praiseworthy efforts in behalf of that great object made by the District of Columbia can but be a source of great gratification to its citizens, and reflect much credit upon the officers in charge of the work.

It would afford me much pleasure to be present to-morrow, if my public engagements would allow, and I beg you to accept my thanks for your kind invitation.

Very respectfully, yours,

U. S. GRANT.

Mr. J. ORMOND WILSON,
Superintendent of Public Schools.

COLORED PUBLIC SCHOOLS OF WASHINGTON AND GEORGETOWN.

GEORGE F. T. COOK, *superintendent*.

Colored school population of Washington and Georgetown	9,328
Number of children enrolled in colored schools	4,661
Average enrollment	3,481
Average attendance	3,261
Increase over last year in attendance	271
Per cent. of attendance	93.6
Number of school-houses	9
Number of sittings in all the school-houses	4,259
Number of schools, (primary 41, secondary 17, intermediate 10, grammar 7)	75
Number of teachers, (female)	84
Average monthly pay of teachers	\$63
Average number of pupils to a teacher	47
Amount of receipts for colored public schools, (1871-'72)	\$127, 183 94

The report for 1871-'72 shows a gain of 6 schools and 13 teachers over the year previous. It is an indication of increasing stability in the schools that, while the total enrollment is less than the year before, the average attendance has increased. Another indication of improvement is the great reduction in the per cent. of tardiness in nearly all the schools. The past year has been altogether one of great prosperity and advancement.

A high school has been established, which it is hoped will act in a measure as a training school until the establishment of a normal school. Several graduates from this and the grammar schools are already teaching in the public schools of the city, with marked success.

Music is taught in all the schools, two special teachers being employed for the purpose.

Examinations are held semi-annually, and promotions made, based upon the standing of the pupils in these examinations.

The rules relating to the course of study in these schools provide that lessons which require study after school hours shall not be given to pupils in the primary schools, and lessons that require more than two hours of study shall not be required of pupils in the intermediate or grammar schools.

DEDICATION OF THE SUMNER PUBLIC-SCHOOL BUILDING.

This building, though not the first in school capacity, is altogether the finest that has yet been erected for the colored schools, and will compare favorably with the best school buildings in the Northern States. It contains 9 school-rooms, 3 recitation rooms, and a spacious hall, used at present for the high school. It is heated throughout with steam, and is well ventilated. The basement is occupied by two large play-rooms. It is probably the finest colored public-school edifice in the United States. The building was named by the board of trustees of colored schools in honor of Hon. Charles Sumner. The exercises connected with the dedication took place September 2, 1872. From the addresses made upon this occasion the following remarks are extracted:

George F. T. Cook, superintendent of the colored schools of Washington and Georgetown, briefly reviewed the history of the colored public schools in the District. The first school was organized in March, 1864, and the first school-house built in the winter of 1864-'65. This building contained four rooms, two of which were illy adapted to school purposes, and the internal arrangements were of the poorest order. The number of school-houses has increased to 9. Some of these buildings, in convenience, comfort, and architectural beauty, are not surpassed in the District. The number of teachers has increased from 3 to 84, and the number of pupils from 100 to nearly 5,000. All this has been done in less than 8 years. Experience has shown that the style of school buildings has a potent influence upon the deportment and character of the children. As they improve, the children are more regular in attendance, more devoted to study, and evince a nicer sense of propriety.

General N. P. Chipman, who represented Governor Cooke on this occasion, received from the trustees, in the name of the District of Columbia, the keys of Sumner school building, "a temple of education worthy of the man whom it is intended to honor by bearing his name." He paid a glowing tribute to the liberality of the citizens of Washington in sustaining education, remarking that, notwithstanding the complaints entered against taxation, no murmur ever escaped them against supporting their public schools, and closed by complimenting the officers of the colored schools upon their management and the success which had attended their efforts.

General John Eaton, United States Commissioner of Education, being called upon, remarked: "You ask me to add to the expressions of this interesting occasion. This high-school building for the colored children of Washington, combining, as it does, the grace of architecture with all the appliances and furnishing of the best modern school-buildings, this audience, and the wise words that have been addressed you by the able speakers who have preceded me, each and all are full of significance, and teach a lesson to which no art, no oratory, no sculpture, no painting, can give full expression. They recall all the past of this race, which is even now merging into the fullness of freedom; they are an earnest of the present with its rich fruition, and a pledge of the nobler promise of the future—that future, the grounds of whose hope rest upon the solid, underlying present fact of free schools.

"What a step this day marks, from that time when to this whole people even the knowledge of the alphabet was forbidden by law; that day when they had no control of the labor of their own hands; no possession of their own person; no certainty in the dearest and holiest relations of husband and wife, of parent and child; when they held all things wholly at the will of another. Through the great transitions of the past few years, the pupils who are to enjoy the privileges of this school, the people whose race is to be directly benefited, have come each into the possession of his own person, and to the enjoyment of all the personal rights and privileges guaranteed to every citizen in the American Constitution. These changes are manifest in the appearance of this audience.

"This building, now dedicated to learning, is set apart to assure the growth of these youth in knowledge and virtue. Here they are to receive education as free as the light and air of heaven. What words of mine can add to the significance of such an occasion? Shall I attempt to gild fine gold?"

"The thought that comes to me most forcibly is that this school building, grand as it is, indispensable as it is, is, nevertheless, but the instrument and not the end; and with all its cunning appliances must fail unless there is on the part of teachers, competency, diligence, faithfulness; on the part of school officers, wisdom, watchfulness, and earnestness; and on the part of parents, an intelligent appreciation, and daily and hourly sympathetic co-operation, so as to secure the regular and punctual attendance and attentive and assiduous efforts of the pupils. Without these, this noble building will stand here as a monument of folly rather than a temple of wisdom. The motives which will inspire a high endeavor must be brought out, emphasized, and fixed in the minds of all. No indolent acceptance of good gifts will avail to win the harvests that should here ripen and be garnered. Effort—earnest, persistent, unremitting—on the part of each, is the law of success in the domain of mind as of matter."

COLLEGES, LIBRARIES, MUSEUMS, ETC.

In compliance with the demands upon this office for information respecting the various institutions in this District, these additional notes are included:

THE SMITHSONIAN INSTITUTION.

This institution was chartered by Congress in August, 1846, and the corner-stone of the present building was laid May 1, 1847. Its endower to the extent of \$515,000 was James Smithson, a man of high scientific attainments, a native and resident of England. The object of the testator was, in his own words, "the increase and diffusion of knowledge among men." An account of the system pursued by the institution and of its museum and library, was given in the report of this bureau for 1871.

The permanent fund of the institution has been increased from \$541,000 to upward of \$700,000, by savings and judicious investments.

While attention has been given to all parts of the original law of Congress in relation to the institution, the latter has contributed to advance almost every branch of science, as evinced by the eighteen volumes of its series of quarto publications entitled "Smithsonian Contributions to Knowledge;" while it has diffused valuable information through its two other series, viz, "Miscellaneous Collections" and "Annual Reports." The character of these publications is briefly given by Professor Henry in his report of 1871. The first consists of memoirs containing positive additions to science resting on original research, and which are generally the result of investigations to which the institution has in some way rendered assistance. "Miscellaneous Collections" are composed of works intended to facilitate the study of branches of natural history, meteorology, &c., and are designed especially to induce individuals to engage in studies as specialties.

The annual report, besides an account of the operations, expenditures, and condition of the institution, contains translations from works not generally accessible to American students, reports of lectures, extracts from correspondence, &c. The President of the United States is, *ex officio*, presiding officer of the institution, and Chief Justice Chase is president of the Board of Regents.

AMERICAN UNION ACADEMY OF LITERATURE, SCIENCE, AND ART.

The objects of this academy, which was organized November 1, 1869, are "To secure co-operation and concert of action in the advancement and diffusion of knowledge, to aid inquiries in any department of learning, and to promote the elevation of taste in this community and throughout the country."

The academy is divided into the following departments: 1. Mathematics, engineering, and mechanics. 2. Physics and chemistry. 3. Medical science and hygiene. 4. Psychology, ethics, and social sciences. 5. Ethnology and natural history. 6. Archaeology, geography, and civil history. 7. Philology and literature. 8. Fine arts, architecture, and music. 9. Law and polity. 10. Finance, statistics, and political economy.

The regular meetings of the academy are held on the last Monday of each month. At these meetings, papers approved for reading by the appropriate committees are read, discussions held, and queries answered. Any visitor may be invited to speak, or any special topic may be introduced for consideration, by vote of a majority of the members present. John William Draper, M. D., LL.D., was the first president of the academy. After the departure of Dr. Draper for Europe, Dr. Francis Lieber was elected president. The recent death of Dr. Lieber left a vacancy not yet filled.

COLUMBIAN COLLEGE.

This institution, which was established in Philadelphia in 1814, by several Baptist ministers, prominent among whom was the Rev. Luther Rice, was originally designed for the education of candidates for the ministry. The regular exercises of the college were commenced in January, 1822, under the direction of an able faculty. The medical department of the college was organized in the same year, and the law department in 1826. The president of the college is James C. Welling, LL.D., professor of moral and intellectual philosophy and history. He succeeded the Rev. G. W. Samson, D. D., who resigned in 1871.

The college consists of three departments, viz: 1. The academic department, including the preparatory and collegiate department, with six professors and two assistant professors. 2. The law school, with three professors, (located on Fifth street, between D and E streets, northwest.) 3. The medical school, with seven professors, not including several emeritus professors.

At present the law school has about 150 students; the medical school, 53; and the academic school, 120. At the last commencement of the institution the academic school graduated 7, the medical school 7, and the law school 70 students. Professor Lemuel Tyler, LL. D., is instructor of the senior law class, and Professor John O. Riley, M. D., is dean of the medical faculty.

A library of considerable magnitude is attached to the college.

HOWARD UNIVERSITY.

Howard University, General O. O. Howard, LL. D., president, is located near the head of Seventh street, just outside of the northern boundary of Washington. It was organized by a special act of Congress in 1867, and forms a part of a general system of institutions of learning which have grown out of the continued action of benevolent associations in concert with the Freedmen's Bureau, which in some instances established, and in others aided in establishing, these institutions.

It was intended as a national institution for higher education in the training of teachers and in the usual college course, (including preparatory and normal departments.) as also in the departments of theology, medicine, law, and agriculture; and to be truly a university of the highest grade, specially for colored men, though not exclusively, there being no designation of race or sex in the act of incorporation. There are eight buildings in use. The principal edifice is four stories in height, and contains rooms for lectures and recitations, a chapel, library, philosophical rooms, museum, and offices. Miner Hall, for the lodgment of female students, is three stories in height, and will accommodate 100 persons. Clark Hall, the lodging-house for young men, will accommodate 200 students. In its basement is a large room adapted to military drills and gymnastic exercises.

The buildings for the medical and normal departments, and hospital, with their grounds, adjoin the university park. The general hospital connected with this department will accommodate 300 patients. (An account of this will be found under the head of "Statistics of charitable institutions in the District of Columbia.")

The university at present (November, 1872) consists of seven departments, viz: The normal, with 180, the preparatory, with 60, the collegiate, with 32, the law, with 71, the commercial, with 30, the medical, with 37, and the theological, with 26 students. Connected with the university is a grammar school of 30 pupils, taught by a lady student. Rev. J. B. Reeves, (colored,) D. D., is professor of theology; and has been the means of fitting for the ministry many able and worthy young men. Professor John M. Langston, A. M., is the dean of the law school. A marked feature in the educational progress of the District, of special interest, has been the graduation within two years of 26 young colored men, and 1 lady, from the law department of the university, under the instruction of Professor Langston. In spite of previous disadvantages, they gave proof of thorough and excellent attainments in their professional studies. Of the 27 graduates mentioned, 18 are practicing law, and the remainder have remunerative positions for which their legal knowledge peculiarly fits them.

Although, at first, assisted by the Government in establishing the institution, the trustees of the university now depend upon yearly contributions and endowments, and moneys derived from students for board and tuition. Toward a purposed endowment of \$300,000, \$100,000 have been subscribed. President Grant, Hon. David Clark, Hon. Gerrit Smith, Professor John M. Langston, and John Taylor, esq., of Loudon, are among the principal contributors.

The university possesses a library of over 6,500 volumes, a mineralogical cabinet, a museum of curiosities, and a picture gallery. About two-thirds of the students are of African descent; the remainder are of different nationalities, including whites, Indians, Chinamen, &c.

GEORGETOWN COLLEGE.

Georgetown College, Rev. John Early, S. J., president, conducted under Roman

Catholic auspices, is situated on the heights of Georgetown, District of Columbia. It was founded by the Rev. John Carroll, S. J. subsequently the first archbishop of Baltimore. The first building was erected in 1789. The classical department was opened in 1792, and in March, 1815, the college was raised by Congress to the rank of a university. The faculty of the college consists of the president and 21 professors.

The degree of Bachelor of Arts is conferred on those students only who have completed the regular course satisfactorily.

A course of mathematics and one of the modern languages are obligatory upon all the classical students.

Two general examinations are had during the year: the minor, or "middle," in January, at the end of the first term, and the major, or "final," in June.

At the beginning of each month the marks and the standing of the students in their respective classes for the preceding month are publicly proclaimed and testimonials awarded to those who have attained the prescribed degree of excellence.

A quarterly report of the standing in class, the progress, and general conduct of each student, is sent to his parents or guardian.

The classical department had 179 students at the close of the term in June last.

The medical department, Noble Young, M. D., president, was organized in May, 1851, and has 10 instructors. The lecture-rooms are at the corner of Tenth and E streets, northwest. During the past year 62 students were in attendance. A school of pharmacy has recently been organized in the college, in which diplomas are given for proficiency. This school had four graduates last year.

The law department, F street between Ninth and Tenth, was organized in October, 1870, Judge Charles P. James, LL. D., vice-president, and gave instruction during the year ended in June last to 46 students.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

This institution, E. M. Gallaudet, Ph. D., LL. D., president, was founded by Hon. Amos Kendall, (who was its first president,) and was chartered by Congress February 16, 1857. It is located near the junction of M and Boundary streets, northeast. It is the only deaf-mute college in the world. "The object of the directors in establishing a school of this grade, unprecedented in the history of deaf-mute instruction," says the "announcement" of the college, "was in part to prove, what had been doubted by some, that persons deprived of the senses of hearing and speech could, in spite of their disability, engage successfully in the advanced studies pursued in colleges for the hearing. The more important end in view, however, was to afford to a class of persons in the community, already numerous and increasing steadily with the population, an opportunity to secure the advantages of a rigid and thorough course of intellectual training in the higher walks of literature and the liberal arts. The experience of nearly five years in the progress of the college has fully satisfied those familiar with its workings that their assumption as to the ability of deaf-mutes to master the arts and sciences was well founded; while at the same time the expressions of interest which the enterprise has called forth from instructors of youth, from deaf-mutes and their friends, and from the public journals, are taken as evidence that the community approve the undertaking."

Seven professors, including the president, are employed, and the course of study is substantially the same as in other colleges. The students are taught by signs and the finger-alphabet; but the time consumed in pursuing the studies of the preparatory department and the collegiate department proper is no longer than that required by other colleges. The institution consists of two departments, one called the National Deaf-mute College, organized in 1864, the other the preparatory department, organized in 1857. The latter department is especially for residents of the District of Columbia and the children of soldiers and sailors. The branches taught are those in which instruction is given in the usual primary, grammar, and high schools. About seven years are required to complete the course of studies in this department, and about four years in the National Deaf-mute College. Instruction in articulation is given those who promise to profit by it. Quite a number of students have been taught to speak with tolerable distinctness and fluency, and at the annual commencement of the college in June last, two of the graduates were believed to be sufficiently proficient in articulation to deliver their orations orally. Owing to the publicity of the occasion and their natural diffidence, however, they concluded not to run the risk of failure, and spoke in the sign-language.

The institution is at present attended by about 100 students. Of this number about one-third are females. The students in the college proper are all males, and come from twenty-seven different States of the Union. In 1869 there were 4 graduates from the college; in 1870 there were 5; and in 1872 (at the commencement in June last) there were 8. All of these graduates, so far as can be learned, are doing well and receiving fair salaries. One of them is an assistant examiner in the Patent Office, having received his appointment after a competitive examination over seventeen other applicants; one

is a microscopist in the Coast-Survey Office; several are in different departments of the Government as clerks; but the majority are engaged in teaching in deaf and dumb institutions.

A small library and reading-room are attached to the institution, supported mainly by congressional appropriations, by the tuition-fees of paying pupils, (a small number,) and by voluntary contributions. During the past year a chemical laboratory has been added to the institution. Until last year twenty-five scholarships were provided by the Government. These scholarships have been abolished by Congress, which body, it is presumed, will hereafter make more liberal appropriations for the support of the institution. Prior to last year the amount annually appropriated was \$40,000, with occasional extra allowances for building purposes. Last year the appropriation for the support of the institution was \$48,000; and \$70,000 were appropriated to purchase what is known as "Kendall Green," a tract of 100 acres adjoining the college. The purchase was recently concluded for \$85,000, a number of benevolent gentlemen contributing to make up the difference between this sum and the congressional appropriation.

As it is estimated that there are at least 20,000 deaf-mutes in the United States; and as all of the different States of the Union, except Florida, have recently established preparatory schools for the education of their deaf-mutes, it is believed that within a short time the National Deaf-mute College will be unable to accommodate the large number that will apply for admission. But one wing of the college proper has been built, and the friends of the institution are anxious to see the main structure erected as soon as possible. Since the establishment of the institution it has instructed 223 students. Of this number 71 were attendants of the National Deaf-mute College. Professor Gallaudet is at present in Europe for the benefit of his health.

GONZAGA COLLEGE.

This institution, which was formerly known as the "Washington Seminary," was reopened for the youth of Washington and vicinity on the 2d of October, 1848. It is conducted by the Fathers of the Society of Jesus, (Roman Catholic,) and is located on I street, between North Capitol and First streets, northwest, near Saint Aloysius church. The president is the Rev. James Clark, S. J. This college was incorporated by Congress in May, 1858, under the name of the "president and directors of Gonzaga College." The college is intended for day scholars only, irrespective of creed or religious profession. It is usually attended by about 150 students, whose ages range from 10 to 18 years, and has 7 instructors.

WAYLAND SEMINARY.

This institution was organized in 1865, having for its object the education of preachers and teachers for the colored people. Its present location is at the corner of Nineteenth and I streets, but land has recently been purchased for new buildings upon Meridian Hill, on Sixteenth street, and the funds for the erection of the buildings are in process of collection among the members of the Baptist denomination. The value of the school property at present is estimated at \$10,000. Funds for the current expenses of the institution are furnished by Sabbath-schools, individuals, and churches. The American Baptist Home Mission Society has the general charge of the support of the school.

The school has three departments— theological, academic, and normal. The number of students during the past year was 85, of whom 70 were males and 15 females. The average age of the students is about 23 years. Connected with the school is a students' home, where 45 are boarded, the funds for their support coming from abroad, without which aid it would have been impossible to carry on the school. The instructors are the Rev. G. M. P. King, A. M., principal, and two assistants.

THE WASHINGTON BUSINESS COLLEGE.

The Washington Business College, H. C. Spencer, president, is located at the corner of Seventh and L streets, northwest. This college is one of the international associations of business colleges. The course of instruction comprises: Business arithmetic, grammar, composition and correspondence, commercial geography, United States history, spelling, reading, and declamation, penmanship, book-keeping applied to the various kinds of business, actual business practice, commercial law, political economy, phonography, French and German languages, and incidental lectures and exercises. Average membership, about 160.

THE LAW COLLEGE OF THE NATIONAL UNIVERSITY.

This college, located at No. 501 Fifth street, is now in the third year of its existence, and was established, mainly through the efforts of Professor W. B. Wedgewood, as a branch of a projected national university.

The chancellor is the President of the United States, *ex officio*; the vice-chancellor, Professor W. B. Wedgewood, LL. D.; G. W. Paschal, president of the regents; T. C. Connelly, secretary; the law professors being Judges Joseph Casey and Arthur MacArthur, and Professor Wedgewood. The first annual commencement was held in May last, 31 students graduating, and President Grant signing and presenting the diplomas as chancellor. Since the organization of the college, instruction has been given to 175 students. All the officers of the college serve gratuitously, and the students are charged only a sufficient sum to cover expenses. Recitations are held daily, and on Saturday evenings moot-courts are conducted by the professors.

NATIONAL COLLEGE OF PHARMACY.

The National College of Pharmacy commences its career under very favorable auspices. The first year's expenses have been assured by the liberal contributions of the pharmacists of the District of Columbia: convenient rooms in the building of the Colonization Society, corner of Pennsylvania avenue and Four-and-a-half street, have been secured; necessary apparatus for giving practical illustrations in the several branches taught has been obtained, and the services of gentlemen of eminence to fill the several professional chairs have been secured.

The course of lectures will embrace materia medica and botany, practical chemistry, and the theory and practice of pharmacy. Instruction in these several branches will be as thorough as possible.

Qualifications for graduation.—Applicants for graduation must be 21 years of age, and of good moral character; have attended two full courses of lectures in this college, or one course in some respectable college of pharmacy, or medical college, where the same branches are taught, and the last course in this college; have had four years' experience in the drug business, of which circumstance sufficient evidence shall be produced; have presented to the board of trustees an original thesis upon some subject applicable to pharmacy, written with neatness and accuracy; have been recommended in writing by the committee on examination and the professors jointly. Upon final approval by the board of trustees, the diploma of the college will be granted.

The degree conferred at graduation is that of Graduate in Pharmacy. At the expiration of three years, upon the evidence of professional advancement, that of Master of Pharmacy may be conferred; and upon those who, for ten years, shall have maintained the dignity and honor of the profession, the degree of Doctor of Pharmacy may be conferred.

PUBLIC LIBRARIES.

The public libraries are great educational repositories. Those of national importance are the Library of Congress, the library of the Department of State, the document library of Congress, the library of the Naval Observatory, the Patent-Office library, and the medical and surgical library of the Army Medical Museum.

The Library of Congress now comprises the library of the Smithsonian Institution, the copyright library of the Patent Office, the law library of the Supreme Court, and to it was added, a few years since, the library of Peter Force, ex-mayor of Washington. Its collection numbers over 245,000 volumes, being the largest in the United States. Congress appropriates \$10,000 annually for the increase of the library, and has further enacted that two copies of every book copyrighted in the United States shall be deposited here. Any person is allowed to examine the books, but none are permitted to be taken away except by the President of the United States, the Vice-President, members of the Senate and House of Representatives, judges of the Supreme Court, Cabinet officers, the Diplomatic Corps, and a few other high officials. A. R. Spofford, esq., is librarian.

The Library of the Army Medical Museum numbers about 32,000 volumes, principally medical and surgical works, some of them being very rare and valuable, and the only copies in the United States. Among these latter may be mentioned Mascagni's Anatomical Plates. Congress usually appropriates \$3,000 annually for the purchase of books for this library, but at its last session doubled this sum. This is really the nucleus of what promises to be a great national medical and surgical library. It is open at all times to students and others. Should the Government conclude in the future to construct a building for a great national library, as it is believed it will, this collection (as well as all other libraries—including the Library of Congress—connected with the different departments of the Government) will be removed, and will form one division of it.

The Library of the Department of Agriculture contains over 8,000 volumes. It is the most complete in agricultural literature of any in the country, comprising nearly all the standard works on agriculture and its kindred sciences of botany, geology, meteorology, entomology, &c.; also, nearly complete sets of the reports and transactions of the various boards of agriculture in the United States, and of the leading agricultural and scientific associations of Europe. An attractive feature of the library is a series

of eleven elegant folio volumes, presented by the Emperor of Austria, filled with costly engravings, (by the new process of "nature-painting,") embracing nearly a complete flora of Central Europe. The collection is yearly swelled by the choicest productions of the foreign scientific and industrial press, especially from that of France and Germany. Exchanges are at present made with over 1,500 native and 300 foreign societies.

The Library of the Department of the Interior contains about 5,000 volumes of a miscellaneous character. The books are available only to employes of the Department. About \$1,500 are spent yearly in making additions to the collection.

The Library of the Treasury Department comprises 5,000 or 6,000 volumes of a miscellaneous character. No additions are being made to this collection.

The Library of the Department of State contains nearly 19,000 volumes, embracing works on diplomacy, international law, &c.

The Document Libraries of the Senate and House of Representatives contain nearly 100,000 volumes of documents, reports, debates, &c.

The Library of the Young Men's Christian Association of Washington contains 12,500 volumes, and is under the charge of the Washington Library Company. It embraces every species of general literature. The books are free to the use of all, in the rooms, but only members or subscribers can take them away.

The Odd-Fellows Library is of a miscellaneous character, and has 3,500 volumes. It is limited to the use of the members of the order, their widows and children.

The Library of the Naval Observatory is noticed under that institution.

THE PATENT-OFFICE MODEL-ROOM.

The United States Patent-Office occupies two squares, bounded by F and G and Seventh and Ninth streets, northwest. A portion of the building is occupied by the Interior Department and its bureaus. The whole of the upper story, consisting of four halls, each containing galleries, and measuring, the north and south halls 242 feet, and the east and west halls 273 feet in length, by 75 feet in width, are filled with glass cases, of which there are at present 349, calculated to hold on an average 500 models each. There are now about 130,000 models in these cases. During the past year some 23,000 models of rejected applications, and representing all classes of inventions, have been distributed, on application, among some 71 educational institutions in all parts of the country. Besides the models of patents which this great gallery of inventive art contains, it holds many curiosities of national interest, such as interesting relics of George Washington, the original printing-press of Benjamin Franklin, unique presents from the rulers of foreign countries to American Presidents, &c., and is one of the main points of attraction to visitors at the capital. It is the finest and largest collection of the kind in the world.

In connection with the model-room may be mentioned the fact that drawings of every model presented are made, and are so classified and filed that any one desiring information in regard to a particular subject has only to consult them to ascertain the character of every patent issued, since the establishment of the office, relating to the matter about which he seeks to be enlightened. Another educational agency connected with the Patent-Office is the Patent-Office Gazette, a weekly publication, containing the list of patents, re-issues, designs, extensions, and trade-marks, with illustrations of all the mechanical patents and re-issues. It is published simultaneously with the delivery of the patents described in its columns, and also contains subject-matter and inventors' indices of the contents. In addition, it contains early reports of the Commissioner's decisions on appeals, interlocutory or otherwise, and decisions of the United States courts in the matters of patents and trade-marks.

The Gazette has been published since the commencement of the present year, and is distributed gratis, under act of Congress, to nine public libraries in each congressional district, as indicated by the member for the same. Half a year forms a volume, which is handsomely bound, and contains an index and digest of the decisions of the Commissioner and the courts, and makes a book of 654 pages text, 208 pages of engravings, 16 pages of index; total, 878 pages.

The illustrations consist of selected portions of the photo-lithographic engravings, which are made to accompany the patents. These are grouped on cards, eight to each week's issue, and a negative, containing the contents of each card reduced to one-quarter size, is obtained by the photographic process. A print of each negative is transferred to stone, the pages imposed in octavo, and the remainder of the process is that of ordinary lithographic printing.

THE BOTANICAL GARDEN,

located a few hundred yards west of the Capitol, contains over 4,000 species of plants, geographically arranged, from almost every quarter of the globe.

The garden was established in 1858, the nucleus of the collection being furnished by the Wilkes Exploring Expedition.

The collection is being continually enlarged by purchase, by exchanges with foreign conservatories, and by contributions from United States diplomatic agents abroad. A lecture-room has recently been attached to the garden, where students in botany may at all times pursue their investigations.

THE CORCORAN ART GALLERY.

which contains a collection of paintings and statuary valued at several hundred thousand dollars, was donated to the city of Washington by Mr. W. W. Corcoran, in 1869. It is the intention of the donor to establish, in connection with the gallery, an art school, for practical instruction in drawing, painting, sculpture, &c. The value of the whole gift, including the building, which is worth \$250,000, will ultimately reach nearly \$1,000,000. The admission will be free on at least two days of each week. The date of opening is now placed for the early winter of 1873.

THE MUSEUM OF THE SMITHSONIAN INSTITUTION

possesses the collections made by more than fifty Government expeditions, and thousands of contributions from other sources. They embrace the larger North American and European mammalia, both skins and skeletons; stuffed birds and fish; a series of minerals, meteorites, fossils, rocks, plants, originals and casts of the giant vertebrates of the past and present time, and a display of objects of human art and industry. During the present year the mineral cabinet, fossil Indian curiosities, &c., of the General Land Office were transferred to the Smithsonian museum.

Previous to the last two years Congress made an annual appropriation of \$4,000 for the keeping of the Smithsonian museum; but since then it has increased this sum to \$15,000, and has appropriated an equal sum toward fitting up large rooms for the better display of the specimens. The value of this museum to the student can not be estimated.

THE MUSEUM OF THE DEPARTMENT OF AGRICULTURE

occupies the whole of the large hall on the second floor. Among other objects here represented are samples of cotton, wool, flax, silk, jute, varec, and other fibers; wheat, barley, oats, and other cereals; grasses from various foreign countries; specimens of some of the various grains, and tobacco from our own country; paper from various products, and in great variety, including Chinese and Japanese papers; honey, sorghum, cane and beet sugars and sirups; domestic fowls, &c. A leading feature of the museum is its department of model fruits and vegetables, embracing *fac-simile* representations of the various fruits and vegetables of the United States, so arranged as to exhibit their adaptations to the various soils and climates of the country. Attached to the museum are representations of birds and of various insects, with their transformations, showing such as are specially beneficial or injurious to the crops.

THE ARMY MEDICAL MUSEUM,

which is a branch of the Surgeon-General's Office, is an outgrowth of the great rebellion, and is located in what was Ford's Theater, on Tenth street, between E and F.

The collections of the museum are divided into sections, as follows: 1. The surgical section, containing 6,500 specimens, showing the effects of missiles of every variety on all parts of the human body. 2. The medical section, containing 1,500 specimens, the majority of which illustrate morbid conditions of the internal organs in fever, chronic dysentery, &c. 3. The microscopical section contains 5,000 specimens, embracing diseased tissues, diseased organs, &c. 4. The anatomical section consists of skeletons, separated crania, (of which there are 1,000,) &c. 5. The section of miscellaneous articles includes models of hospital-barracks, ambulances and medical-wagons, a collection of surgical instruments, samples of artificial limbs, &c.

Congress annually appropriates \$5,000 for the museum.

The work of collecting specimens was begun in 1862, but it was not until 1867 that the collections were removed to Ford's Theater building, its present location. There are in the museum over 17,000 specimens, illustrating, in the different phases, wounds and diseases of all kinds. This institution is one of growing national importance, and at present is the finest medical and surgical museum in the world. Since its establishment over 5,000 pages of valuable quarto matter, relating to medical and surgical subjects, have been prepared under the auspices of the officers of the museum, and distributed either as executive documents, or by order of Congress. Many of these volumes are illustrated in the highest style of art, and are invaluable as works of reference.

THE UNITED STATES NAVAL OBSERVATORY

was established in 1842, by the Government, for the purpose of making astronomical and meteorological observations for the especial benefit of navigators and astronomers, and as a depot for charts and instruments. The astronomical observations are made with a view of preparing celestial catalogues, of discovering new planets, and of noting the different changes which take place, from time to time, among the heavenly bodies. Special observations are at present being made for the purpose of revising the lunar theory, and of ascertaining more definite information in regard to the effect of changes in the moon upon the earth. A new equatorial telescope, which will be the largest in the world, being 26 inches in diameter of object-glass, is now in process of construction at Cambridgeport, Massachusetts, for the observatory, and will be mounted early in September, 1873. The library, consisting of between 5,000 and 6,000 volumes, mostly astronomical in character, but including many works on other branches of science and higher mathematics, is especially for the use of the professors and observers of the observatory, but is open to men of science generally. Rear-Admiral B. F. Sands, of the United States Navy, is in charge, with seven naval professors, three assistant observers, and, generally, from one to three line-officers of the Navy in charge of chronometers. The observatory officers are now engaged in the preparation of details for the observation of the transit of Venus, in December, 1874.

THE SIGNAL-OFFICE OF THE ARMY.

The United States Signal-Service, which played so conspicuous and honorable a part during the rebellion, may now properly be classed among our national educational agencies, at least in the particular branch of meteorology. The special duty of disseminating meteorological information was not assigned to the Signal Corps until the year 1870. Its legitimate functions were diverted in deference to a popular desire for weather forecasts, and especially for the benefit of commerce and agriculture. Since the establishment of the storm-signal service, hundreds of thousands of bulletins, maps, and press-reports have been widely disseminated, mainly through the press, and thousands of precautionary signals telegraphed to such points as would be most liable to suffer without any premonition of approaching storms. The result of this has been the saving of a large amount of property, and the general awakening of the public to the value of meteorological predictions founded on scientific calculations. There are now seventy-two stations from which observations are made, and on the reports from these stations the tri-daily reports of the Signal-Office are compiled. Over five hundred sets of tri-daily maps and bulletins have been sent out to foreign societies since 1871. A library of 1,340 volumes is attached to the office. General A. J. Myer, Chief Signal-Officer of the Army, is in charge of the Bureau.

THE NAUTICAL ALMANAC.

The office of the American Ephemeris and Nautical Almanac, which is in charge of Professor J. H. C. Coffin, of the United States Navy, with fifteen scientific assistants, is located at No. 817 Twenty-second street. It is a branch of the Navy, and is supported by the Government. The duty of this office is to prepare yearly, in advance, a volume which gives the place of the sun, moon, principal planets, and standard stars for each day of a future year, together with other data of interest and importance to astronomers. The first half of the volume (which is known as the Nautical Almanac) is specially prepared for the use of navigators, and about 5,000 copies of this division are annually issued for the benefit of the merchant service. The remainder of the volume is of peculiar interest to astronomers, since in it are noted all important celestial phenomena. This portion of the volume is distributed to observatories and other institutions which make a specialty of the study of astronomy. The office has published valuable tables of the moon, Mercury, Venus, and several of the asteroids. The last volume which was printed contained astronomical calculations for the year 1875.

NATIONAL SOLDIERS AND SAILORS' ORPHANS' HOME.

The annual report of the lady managers states that there have been 70 children in the home during the year. Finding that the boys required a stricter discipline, the school has been placed in charge of a male principal, with most satisfactory results. It is intended to give those who are mentally qualified a good general education, which will insure their advancement in life, and those not so capable of intellectual culture will receive such practical knowledge as will make them useful members of any community. A boy from the home entered the Naval Academy during the year, on appointment by the President. The hope is expressed that, in repealing the usual appropriation for these orphans, Congress will see fit to enlarge the permanent fund, which is demanded by their increasing years and necessities.

INDUSTRIAL HOME SCHOOL.

This school was organized in 1867, and incorporated by act of Congress in March, 1872. It gathers in children who otherwise would be street-beggars, and, besides giving them an elementary education, furnishes such a practical knowledge as will enable them to support themselves. A carpenter-shop for the boys, and a paper-box manufactory for the girls, are in successful operation. A factory, with extensive machinery, given by Congress, has been opened in connection with the school during the year. Turning of every description is done and furniture of all kinds repaired. A great variety of work is taught here, and it is expected that, when fairly established, the factory will be self-sustaining. Some of the larger boys are learning to manage the engine. The children are paid for their work in clothing. The number of children received during the year was 59. Whole number received since organization, 340.

REFORM SCHOOL OF THE DISTRICT OF COLUMBIA.

The last report states that there are 86 boys in the school. Working hours are equally divided between the school-room and the farm, or other manual employment, so that the boys secure not only a common-school education but a knowledge of some useful trade, by which they may earn their living after leaving the school. The building now occupied by the school is not at all adapted for its use, being small and inconvenient. A new building, which is in process of erection at Mount Lincoln, in the suburbs of Washington, will be ready for occupancy during the present winter.

REV. EDMUND TURNEY.—OBITUARY.

Rev. Edmund Turney, D. D., president National Theological Institute and University, Washington, died September 26, 1872. He was born in Easton, Connecticut, May 6, 1817; graduated at Madison University, New York, 1838; theological department, 1840; pastor Second Baptist Church, Hartford, Connecticut, for several years, then of the church in Granville, Ohio, and afterward of the Broad Street Church, Utica, New York; professor of biblical literature and interpretation in Madison University, 1850; professor in the Fairmount Theological Seminary, Cincinnati, Ohio, 1853; came to Washington in 1852; formed a society for the education of colored preachers and teachers, which was soon after incorporated and, by a subsequent act of Congress, intrusted with full university powers; he was president of this institution till his death.

Dr. Turney deserves to be held in grateful remembrance, not only for eminent services as preacher and pastor, for distinguished scholarship, successful teaching, and the excellent treatises of which he was the author, but especially for his devotion to the work of training colored men for the Christian ministry. In this work he was one of the foremost pioneers, and labored with great zeal, patience, and perseverance, amid appalling discouragements and privations. He appreciated the importance to our country of the changed condition and relations of the colored race, and the imperative demand for the intellectual improvement of their leaders and ministers. Not waiting for others, he went to work himself and did what he could. His pupils lament his death as that of a friend whose like they may never see again.

FACTS FROM THE UNITED STATES CENSUS.

Area and population.—In 1870 the District of Columbia was the first Territory in population, having 131,700 inhabitants within an area of 64 square miles, an average of 2,057.81 persons to the square mile. This population consisted of 88,278 whites, 43,404 colored, 3 Chinese, and 15 Indians. Of the native population, 38,889 whites, 13,448 colored, and 3 Indians were born within its borders; while, of the foreign population, 4,920 were born in Germany, 1,422 in England, and 8,218 were born in Ireland.

School attendance.—According to Table IX, vol. 1, of Census Report, 19,941 persons attended school, and of these 359 were foreign-born. Of the 14,819 white scholars, 7,505 were males and 7,314 females. Of the 5,122 colored scholars, 2,499 were males and 2,623 females.

Illiteracy.—There were 28,719 persons, 10 years old and over, unable to write, and of these 2,218 were foreign-born.

Age, sex, and race of illiterates.—Of the 4,876 white illiterates, 659 were from 10 to 15 years old, and of these, 366 were males and 293 females; 461 were from 15 to 21 years old, of whom 150 were males and 311 females; 3,756 were 21 years old and over, of whom 1,214 were males and 2,542 females. Of the 23,843 colored illiterates, 2,132 were from 10 to 15 years old, of whom 972 were males and 1,160 females; 3,355 were from 15 to 21 years old, of whom 1,117 were males and 2,238 females; 18,356 were 21 years old and over, of whom 7,599 were males and 10,757 females.

Educational institutions.—According to Table XII, vol. 1, of Census Report, 313

Statistics of private schools in Washington, District of Columbia, for 1872.—Continued.

Number.	Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.
41	Incarnation Church School for Young Ladies	Miss E. H. McLeod	No. 1115 M street	1868	15	36	35	6-16
42	Primary School for Boys and Girls	Miss E. W. Jewett	No. 1311 Thirteenth street	1858	5	50	15	5-13
43	Primary School for Boys	Miss Louisa C. Richards	No. 1917 Tenth street	1872	5	15	14	6-15
44	St. Matthew's Parish School for Girls	Sisters of the Holy Cross	No. 813 Fifteenth street	1869	60	115	100	5-17
45	St. Vincent's School for Girls	Sisters of Charity	G street between Tenth and Eleventh streets	1821	260	250	250	7-19
46	School for Girls	Miss Mary Kear	No. 915 Twelfth street	1862	9	33	30	6-12
47	Select School for Boys and Girls	Misses Noyes and Harbourn	No. 1515 Pennsylvania avenue	1872	10	10	10	10
48	St. Stephen's Parish School for Girls	Misses Curry and McLeod	Twenty-fourth street between D and E streets	1872	30	95	90	6-18
49	St. Stephen's Parish School for Boys	Rev. Father McNally	Twenty-fourth street between D and E streets	1872	30	80	70	6-15
50	School for Boys and Girls	Mr. Joseph Ambush	No. 994 Eleventh street	1868	15	65	60	7-18
51	Select School for Boys	Mrs. L. A. Veck	No. 1704 I street	1860	5	30	30	6-15
52	St. Joseph's Parish School for Girls	Sisters of Notre Dame	Second street between C and D, N. E.	1872	40	100	90	6-14
53	St. English and French School for Young Ladies	Miss S. L. Jones	No. 213 A street N. E.	1872	9	10	8	12-30
54	Night-School for Boys	Mr. Chas. Joy	No. 119 P. Conroy's alley	1871	45	107	100	12-30
55	Select School for Young Ladies and Little Boys	Sisters Sacred Heart	No. 709 C street S. W.	1867	10	10	18	6-12
56	Primary School for Boys and Girls	Miss Kate Hiercus	No. 1392 C street S. W.	1868	14	35	30	6-15
57	School for Boys and Girls	Miss Kate Herrold	No. 103 H street	1868	30	8	7	4-8
58	Primary School for Boys and Girls	Mr. Simon Burke	No. 1015 L street S. E.	1870	40	38	30	6-5
59	St. Joseph's Parish School for Boys	Mr. Lawrence Rabstock	Second street between C and D streets, N. E.	1870	12	10	10	7-15
60	Primary School for Boys and Girls	Miss Katie Harlin	Virginia avenue between Fourth and Fifth streets, S. W.	1860	25	18	16	9-13
61	Primary School for Colored Boys and Girls	Miss Cecelia Thomas	Corner Second and D streets S. E.	1869	20	25	20	3-14
62	Primary School for Boys and Girls	Mrs. M. A. Swayne	Corner Seventh and L streets S. E.	1870	30	28	30	0-12
63	School for Boys and Girls	Miss Jennie Polkinhorn	No. 942 B street S. W.	1867	12	32	30	7-14
64	German and English School	Rev. John H. Mengert	Four-and-a-half street between C and D streets, S. W.	1858	40	325	300	4-15
65	St. Dominick's Parish School	Rev. Father Fortune	Corner F and Sixth streets S. W.	1863	40	35	30	4-15
66	Primary School for Boys and Girls	Miss R. M. Callias	Corner Fourth street east and Pennsylvania avenue	1868	32	40	35	0-12
67	Primary School for Boys and Girls	Mr. P. Vaughn	No. 331 Virginia avenue S. W.	1871	25	18	18	6-15
68	Primary School for Boys and Girls	Miss Jeanette Bright	No. 1217 E street S. E.	1864	12	28	25	6-15
69	Primary School for Boys and Girls	Miss Mary Miller	No. 810 G street S. E.	1863	30	33	30	6-15
70	St. Aloysius Parish School for Girls	Miss Kate Cleary	First street between I and K streets	1861	120	275	270	6-16
71	St. Aloysius Parish School for Boys	Mr. Simon Fennell	I street between North Capitol and First streets, N. E.	1861	100	250	225	6-15
72	School for Boys and Girls	Mr. Michael Burke	No. 76 Jackson alley	1871	17	30	38	6-16
73	Walesyan School for Boys and Girls	Mr. P. A. Lee	D street between Second and Third streets, S. W.	1872	2	28	25	6-15
74	School for Girls	Miss Alphonsus Clifton	No. 1016 Eleventh street	1871	5	18	15	4-13
75	Primary School for Girls	Miss Minnie Lauck	No. 804 Eleventh street	1871	9	7	7	3-10
76	School for Boys and Girls	Miss Ada C. Lamond	Ninth street between E and F streets	1872	9	16	14	6-15
77	Select School for Girls	Miss Christian Dengler	No. 929 I street	1872	25	25	25	7-14

NOTE.—The statistics embraced in the above table were collected in the latter part of November of the present year. Last year the total number of private schools in the city of Washington, noted in the report of the Bureau of Education, was 99, with an aggregate attendance of 5,134; this year there are 101 private schools, with an aggregate

attendance of 5,348, showing a gain of 914 pupils over last year. During the year 98 new schools have been established in Washington, and during the same period 25 were discontinued, in most instances for lack of support, many students preferring to avail themselves of the increased facilities afforded by the public schools. Of the 101 private schools referred to, 50 (a number of them parish schools) are conducted under Roman Catholic auspices, and have an aggregate attendance of 2,843, or more than one-half the total number attending the private schools. There are 9 colored day-schools (some of them evening-schools, principally for the benefit of adults) in operation, with an aggregate attendance of 363 pupils. Of this number 3 are Roman Catholic. No note is made in the above table of perhaps a dozen small family schools, having an attendance of not more than from 2 to 5 pupils each; nor of professors and others who give private instruction in music, the modern languages, phonography, &c.

For other private schools in the city of Washington, see Table VI, at the end of this volume.

*Statistics of private schools in Georgetown, District of Columbia, for 1872.**

Number.	Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.
1	Primary School for Boys and Girls.	Miss L. E. Cartwright.	Corner Gay and Washington streets.	1870	1	4	4	4-14
2	Trinity Parochial School for Boys.	M. J. Wheelan, S. J.	Corner First and Fayette streets.	1847	20	150	135	8-18
3	St. John's Parochial School for Girls.	Miss N. Lawrence.	Corner First and Potomac streets.	1868	15	32	28	6-13
4	Primary School for Boys and Girls.	Miss L. O'Brien.	No. 150 High street.	1871	6	33	30	6-12
5	School for Boys and Girls.	Miss M. C. Knowles.	No. 123 Washington street.	1867	16	35	29	6-15
6	Young Ladies' Day School.	Misses C. and K. N. Tenny.	No. 91 Beall street.	1853	6	13	11	8-16
7	School for Boys and Girls.	Miss A. J. Mitchell.	No. 122 Gay street.	1866	15	22	20	6-14
8	Primary School for Boys and Girls.	Miss V. Harrison.	No. 36 Gay street.	1867	9	10	7	7-12
9	Primary School for Boys.	Mrs. E. A. Brown.	Corner Beall and Washington streets.	1847	10	20	19	7-12
10	School for Boys and Girls.	Miss A. P. Waters.	No. 155 Bridge street.	1861	1	4	3	6-14
11	School for Boys and Girls.	Miss A. Dodson.	No. 106 High street.	1872	26	50	32	6-15
12	Primary School for Girls.	Mrs. M. C. Pettitt.	Corner Second and Potomac streets.	1872	16	12	11	6-12
13	Primary School for Girls.	Miss M. J. Heath.	Corner High and Third streets.	1872	4	4	4	6-12
14	St. Joseph's Free School for Females.	Sisters of Visitation.	Corner Fourth and Fayette streets.	1799	15	110	100	5-18
15	Primary School for Boys and Girls.	Mrs. S. Leavy.	No. 100 Second street.	1864	6	30	26	7-12

* The total number of schools in November, 1871, was 94, with an aggregate attendance of 828. The entire number of schools this year (1872) is 91, with an attendance of 869, showing a decrease in the number of schools, but a total increase of 43 in the aggregate attendance.

Charitable and reformatory institutions in the District of Columbia, December 1, 1872.

Number.	Name.	Location.	When estab-lished.	How established.	Chief officer.	Inmates.	
						Male.	Female.
1	Aged Women's Home (a)	High street near Bridge, Georgetown	1871	Christian Ladies	Mrs. John Marbury, Sr.	422	7
2	Government Hospital for the Insane (b)	South side Anacostia River, near Uniontown.	1853	By act of Congress	Charles H. Nichols, M. D.	139	561
3	Columbia Hospital for Women and Lying-in Asylum. (c)	Corner Pennsylvania avenue and Twenty-fifth street.	1866	By act of Congress	General E. D. Townsend	19	19
4	Children's Hospital of the District of Columbia. (d)	No. 804 E street.	1871	Under authority of act of Congress.	J. C. Kennedy	14	24
5	Washington City Orphan Asylum (e)	I street between Second and Third sts.	1815	By act of Congress	Mrs. Admiral S. P. Lee	37	50
6	St. Joseph's Male Orphan Asylum (f)	H street between Ninth and Tenth sts.	1853	Under authority of Congress	Sister Irene	80	87
7	St. Vincent's Female Orphan Asylum (g)	Corner Tenth and G streets	1821	Chartered by Congress	Sisters of Charity	140	140
8	St. Rose House of Industry (h)	No. 2023 G street	1872	By Sisters of Charity	Sisters of Charity	22	22
9	St. Ann's Infant Orphan Asylum (i)	Corner Twenty-fourth and K streets	1853	Chartered by Congress	Sister Arsenia	26	19
10	National Soldiers and Sailors' Orphans' Home. (j)	No. 1732 G street	1866	By act of Congress	Hon. D. K. Cartler	37	31
11	The Women's Christian Associat'n Home (k)	Judiciary Square	1870	By authority of Congress	Mrs. William Stickey	70	70
12	Providence Hospital (l)	Corner Second and D streets, S. E.	1861	By Sisters of Charity	Sister Beatrice	75	90
13	The Louise Home (m)	Massachusetts avenue between Fifteenth and Sixteenth streets.	1869	By Mr. W. W. Corcoran	Miss Lucy M. Hunter	20	26
14	Epiphany Church Home (n)	No. 1310 H street	1871	By ladies of Epiphany church.	Rev. L. A. Starkey	4	6
15	Home for the Aged (o)	No. 924 G street	1871	Little Sisters of the Poor	Little Sisters of the Poor	16	16
16	Freedmen's Hospital (p)	Corner Seventh and Montgomery sts.	1863	By General O. O. Howard	Sar. Gen. J. K. Barnes.	115	110
17	Industrial Home School (q)	No. 17 Congress street, Georgetown	1867	Benevolent persons	Mr. A. M. Gangawer	20	15
18	St. Mary's House of Industry (r)	Corner K and North Capitol sts., N. E.	1871	Under general authority of Congress.	Mrs. Gen'l W. T. Sherman.	...	...
19	National Soldiers' Home (s)	About three miles north of Washington	1851	By Congress	General Pitcher, U. S. A.	250	250
20	Washington City Asylum (t)	Corner Nineteenth and C streets, S. E.	1869	By Dis. Columbia authorities.	Mr. Joseph F. Hodgson	79	79
21	Reform School for Boys (u)	Mount Lincoln, three miles northeast of the Capitol.	1869	By act of Congress	Hon. Nathan Sargent	...	...

(e) The inmates are mainly widows, whose ages vary from fifty to ninety-two. The home was established by the Ladies' Benevolent Society, composed of Christian ladies of all denominations, and is supported by voluntary contributions. No one under fifty years of age is taken into the home.

(f) The asylum was established through the instrumentality of Miss Dorothea Dix, the eminent American philanthropist, and went into operation on the breaking out of the rebellion. It receives all the insane of the Army and Navy and the revenue-cutler service, and the indigent insane of the District of Columbia, under prescribed official recommendation. During the fiscal year ended June 30, 1872, there were discharged from the asylum—males, 86; females, 23; total, 109. Of those discharged 51 had recovered, 20 had improved, and 4 were unimproved. These are thought to be favorable ratios, in view of the fact that a large proportion, both of the inmates of the hospital at any one time, and of the current admissions, are chronic cases, that generally remain in the institution as long as they live. The asylum is managed by a board of visitors, appointed by the President of the United States.

(g) This institution was organized by Secretary Stanton, at the instance of Dr. J. Henry Thompson, present surgeon-in-chief, and others, for the especial benefit of females drawn to Washington during the rebellion. In 1866 Congress gave it an appropriation of \$10,000, and has annually increased this sum. That body last year also made

an appropriation for the purchase and improvement of the building, and when the latter is done, the hospital will accommodate from 75 to 100 patients. The improvements will embrace private rooms for pay patients. The number of out-door and in-door patients treated during the year ended June 30, 1872, was 4,576, of which 3,708 were cured and 861 relaced. Of the whole number 3,226 were Americans. Since the establishment of the hospital, March, 1866, 11,433 patients have been admitted, of which number 9,457 were cured and 1,976 relieved. No deaths from surgical operations have occurred in four years. In proportion to the population, 30 per cent more patients have been treated in this hospital than in any similar institution in the larger cities. The figures relative to inmates, in the table above, include only the in-door patients in the hospital at the date of this report, November, 1872. Mrs. A. L. S. Thomas is matron.

(d) With the exception of \$1,000 appropriated by the District legislative assembly during the present year, this institution has been and is supported wholly by the voluntary contributions of philanthropic men and women of the District. The object of its founders was to provide a hospital and dispensary for the care of sick and crippled children between the ages of fifteen months and fifteen years, to be treated gratuitously, and also to provide for the admission of sick children whose parents or guardians might be able and willing to defray the necessary expenses. It is governed by a board of directors, and has a board of lady visitors, and the matron is Miss A. C. Magruder. A free medical dispensary is attached to the hospital, which has furnished hundreds of poor people with medicines, while a large number of surgical operations has been performed gratuitously. It is probable that Congress will be asked to make an annual appropriation for this worthy institution.

(e) This institution is conducted under Protestant auspices, and is supported wholly by voluntary contributions. The ages of the inmates vary from two to eighteen years. Mrs. C. Johnson is the matron.

(f) This institution is conducted by the Sisters of the Holy Cross, although no distinction is made on account of religion in receiving inmates. It is supported entirely by voluntary contributions. The ages of the inmates range from five to twelve years. It is governed by a board of trustees, of which the Rev. J. A. Walter is president. Since the organization of the institution 368 orphans have been cared for.

(g) Since the establishment of this asylum over 5,000 orphan girls, who were received at the age of five years, and retained until sixteen, when homes were found for them, have been cared for. Rev. Father Boyle is president of the board of directors. The asylum is supported by voluntary contributions, and by the interest on small bequests which have been left it from time to time.

(h) This institution was established by the Sisters of St. Vincent's Orphan Asylum. The ages of the inmates range from fourteen to twenty, and the institution is supported by the efforts of the young ladies who were formerly inmates of St. Vincent's Asylum. In fact, the institution is a branch of the asylum.

(i) This worthy institution is in charge of Sisters of Charity, and receives children from birth up to five years. It is wholly supported by voluntary contributions. (j) The Forty-first Congress appropriated \$15,000 to establish this institution, which receives only the orphans of Union soldiers and sailors. The ages of the present inmates range from six to fifteen and a half years. The president of the board of lady managers is Mrs. General David Hunter; the superintendent of the home is Mrs. E. E. Scarborough; and the teacher, Mr. Corlen. The home is supported by annual appropriations of Congress and by voluntary contributions. Suitable positions are obtained for the older inmates, through the personal influence of the boards of trustees and lady managers. Among the incorporators of the home are Mrs. President Grant, Mrs. General Sherman, and Mrs. Governor Cook.

(k) This institution was established by a number of Christian ladies under an act of Congress "to provide for the creation of corporations in the District of Columbia by general law." The object of the association was to found a home, temporarily, for destitute females (including fallen women) and children, and to obtain employment for the adults. The young inmates of whom there are usually from 20 to 50, are cared for in a "Foster Home," attached to the institution. The ages of inmates vary from birth to eighty years of age. Several old ladies are boarded at the expense of their respective churches. The home is supported by voluntary contributions. The general secretary in charge is Mrs. Clark. Many fallen women have been wholly reclaimed through the instrumentality of the members of the association.

(l) This hospital was organized by the Sisters of Charity and subsequently in 1853 Congress granted it a charter and has since appropriated \$12,000 annually toward its support. The chief source of its support is the money received from pay patients. Since its organization this hospital has received and cared for thousands of persons (many of them soldiers and sailors) in need of medical and surgical treatment. Although connected under Roman Catholic auspices, no distinction is made in regard to religion, sex, or color, in the reception of patients. Dr. Graham Taylor is the surgeon-in-chief and has a number of able assistants.

(m) Endowed by Mr. W. W. Corcoran with \$160,000. This institution is designed for the support and maintenance of a limited number of gentlemen, who have been reduced by misfortune, so far, in the judgment of the trustees and directors, to receive such assistance. It will accommodate sixty inmates. There are fourteen trustees and nine trustees. Mr. James M. Corliss is president of the board of trustees. Mrs. Benjamin Orle Jarvis is president of the board of directors.

(n) In 1838 the Ladies Association of the Epiphany Church organized to provide for the destitute of the parish. In 1861, owing to the war, its active agencies were suspended, but last year the home was re-organized, mainly to care for abandoned or neglected children. It is supported by voluntary contributions. Mrs. Jane C. Acker is matron. The ages of the inmates vary from two to eight years.

(o) Supported wholly by voluntary contributions. No applicants under sixty years of age are received. The ages of the present inmates range from sixty-five to eighty-seven. A new home is in process of construction, and is now nearly completed, on H street, between Second and Third streets east. When completed it will accommodate from seventy to eighty inmates, and aged men as well as women will be cared for. In the admission of applicants no religious distinction is made, the aged destitute of all denominations being taken.

(p) This hospital was established through the efforts of General O. O. Howard, and is supported by Congress, which body at its last session appropriated \$74,000 for its maintenance. It was originally intended for the special benefit of freedmen and refugees. Of the present inmates but ten are white, the larger portion being sick, crippled, and aged colored men and women, whose ages range from twenty to one hundred. The surgeon-in-chief of the hospital is Dr. Robert Keyburn; the executive officer, Dr. F. Gleason. Applicants are admitted on the recommendation of the governor of the District.

(q) Supported by voluntary contributions. The school is especially for juvenile street vagrants of either sex. Mrs. Mansfield is the matron of the school.

(7) The house is not yet in full operation. A new building was erected this year, and will be occupied early in February, 1873. The inmates will be destitute females, principally girls, who will be taught house-work and general domestic duties, and furnished with suitable employment, through the efforts of the lady managers of the house.

(8) During the war between the United States and Mexico, General Scott levied contributions, amounting to several hundred thousand dollars, on the city of Mexico, Pueblo, and several other Mexican towns. Most of these moneys were expended, under the direction of General Scott, in the purchase of clothing and commissary stores for the Federal troops. The remainder, \$118,000, was brought to Washington at the close of the war, and, at the urgent solicitation of General Scott, Congress set that particular sum apart to found the present home. The recent purchase of the "Harewood" estate of Mr. W. W. Corcoran, of Washington, by the board of commissioners of the home, swells the area of the grounds attached to the institution to about four hundred acres. Although Congress at first acted in the building of the home and the purchase of grounds, it has been supported mainly by a levy of 12½ cents on the monthly pay of soldiers of the Regular Army. The pensions due inmates of the home from the Government also go toward its support. The ages of inmates vary from twenty to sixty years. About 10 per cent. of the inmates are superannuated, the remainder being disabled by chronic disease contracted, or wounds received, in the military service of the United States. A considerable income is also derived from the cultivation of the grounds, which is done by the inmates. The buildings themselves are handsome and commodious, and during the summer months the President and family have the privilege of residing in one of them. President Lincoln made this his summer residence.

(9) The asylum is almost as old as the city of Washington itself. It receives sick and destitute persons, and vagrants and petty criminals committed by the courts, the asylum being supported by the District government and by the products of the farm attached, which is worked by the prisoners. The inmates range in number from 50 to 200.

(10) This school was removed from the vicinity of Georgetown, in August last, to Mount Lincoln, where the boys are temporarily quartered in a barn until the new buildings (to accommodate three hundred inmates) authorized by Congress are completed. That body, at its last session, appropriated \$100,000 for the purchase of a farm and erection of buildings, and one hundred and fifty acres were purchased last summer, and the new structures will be ready for occupancy within a few months. Juvenile delinquents are sent to the school by the courts, and destitute boys are admitted on the order of the governor of the District or trustees of the schools.

GENERAL CONDITION OF EDUCATION AMONG THE INDIANS.

The humane and honest policy which has been systematically pursued toward the Indian wards of the General Government by the present Executive and officers charged with the administration of Indian affairs has in no previous year produced a more marked effect than in the one now closing. The results of steady and persistent effort are visible in a better understanding of the Indian problem; in a more thorough adoption of the means needed to carry forward the purpose of the administration; in a better state of public feeling, not alone toward the Indians but to those who are employed to carry out the policy approved by experience and indorsed by the people; above all, in a wide-spread and distinctly-marked improvement among the Indians themselves.

This improvement is visible in many ways. Among the peaceable and settled tribes it is seen in greater readiness to accept the inevitable and become one with the great body of American citizens. Among others who have, within short periods only, been brought directly under influences that aim to both restrain and civilize, there is an earnest desire that their children may have schools and other opportunities for instruction heretofore denied adults, and the latter are showing a spirit of industry which is quite marked in the evidence of prosperity it brings. One of its crowning rewards is the breaking up of alliances among implacable tribes and bands, their isolation and separation from each other, the comparative freedom from more than sporadic warfare with which our extended frontiers have been favored, and the bringing of some of the most formidable and heretofore unyielding of our savage foes into such relations with the Government as afford reasonable prospects that the tribes whose lives have been the bane of our border-land and whose names are its dread, to be uttered only with "bated breath," may be kept within bounds, and year by year brought nearer to a reasonable degree of civilization. In fine, the country may be congratulated on the fact that it is both possible and profitable to maintain a policy based on some ground other than the atrocious humor of the frontier proverb that "the only good Indians are dead Indians." The educators of the country may reasonably congratulate themselves on the measure of success already achieved by a policy of intelligent discipline, direction, and development, so much in accordance with the ideas upon which all genuine education proceeds.

In reviewing the condition of Indian education for the current year, it will be found more convenient than the former grouping to follow in the main the broad geographical generalizations presented in the current report by the able Commissioner of Indian Affairs, General Francis A. Walker. In that way the educational condition of the more advanced tribes and bands will be first seen, and traveling across the continent westward, as our national and material growth have done, we shall be able to gather panoramically what has been and is being done, and what may be reasonably expected.

ENUMERATION OF INDIANS.

Prefacing the brief details of each agency or superintendency, it may be serviceable to present some of the facts relative to the numbers and location of the Indian population which the census of 1870 exhibits. In 1860 the number of Indians embraced in the census proper, which included only Indians not in tribal relations, was stated at 44,021. In the census of 1870 the figures are given at 25,731. In the first-named year those in the States so grouped were 30,737; in the last, 21,228. In the Territories the figures are for the first 13,284; in the last, 4,503. The discrepancy is easily explained. In the States and Territories acquired from Mexico, the reservation system has not existed until within a few years, while there was, under Spanish law, no recognition of the Indian, individually or communally. He was regarded as some one apart from the body of the people. Hence, Indians, in California and New Mexico especially, were, in 1860, enumerated as part of the people. In 1860 California shows out of tribal relations 7,798, in 1870 only 7,241, the balance being gathered on reservations and grouped as tribes or bands. New Mexico enumerated in 1860 10,507 Indians as not in tribal relations; in 1870 only 1,309. During the past decade the Pueblo Indians, whose civic status is a matter of inquiry before the Supreme Court, have been placed under the Indian Bureau and its agents. In other States and Territories where the census of 1860 enumerates more Indians out of tribal relations than that of 1870, the difference is to be accounted for by the fact that nomadic bands, and families that were heretofore vagabonds and wanderers, have been brought on to reservations. In every such instance the change is advantageous to both Indians and whites.

The following table, from the census of 1870, gives the total Indian population of

the country, both in and out of tribal relations, on reservations, at agencies, and nomadic:

States and Territories.	INDIANS—1870.									
	Grand total.	Out of tribal relations.	Total nomadic and in tribal relations.	Sustaining tribal relations on reservations and at agencies—Enumerated.					Enumerated.	Nomadic—Estimated.
				Total.	Men.	Women.	Male children.	Female children.		
United States.....	383,712	25,731	357,981	96,366	26,583	30,464	19,740	19,579	26,875	234,740
States.....	111,185	21,222	89,957	33,642	9,596	11,329	6,590	6,127	18,575	37,740
1. Alabama.....	98	98	.....	.....	.....	.....	.....	.....	.....	.....
2. Arkansas.....	89	89	.....	.....	.....	.....	.....	.....	.....	.....
3. California.....	29,025	7,241	21,784	5,784	1,966	2,181	865	772	2,500	13,500
4. Connecticut.....	235	235	.....	.....	.....	.....	.....	.....	.....	.....
5. Delaware.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6. Florida.....	562	2	560	.....	.....	.....	.....	.....	.....	500
7. Georgia.....	40	40	.....	.....	.....	.....	.....	.....	.....	.....
8. Illinois.....	32	32	.....	.....	.....	.....	.....	.....	.....	.....
9. Indiana.....	240	240	.....	.....	.....	.....	.....	.....	.....	.....
10. Iowa.....	348	42	306	.....	.....	.....	.....	.....	.....	.....
11. Kansas.....	9,814	914	8,900	5,900	1,985	1,850	1,089	976	.....	3,000
12. Kentucky.....	108	108	.....	.....	.....	.....	.....	.....	.....	.....
13. Louisiana.....	569	569	.....	.....	.....	.....	.....	.....	.....	.....
14. Maine.....	499	499	.....	.....	.....	.....	.....	.....	.....	.....
15. Maryland.....	4	4	.....	.....	.....	.....	.....	.....	.....	.....
16. Massachusetts.....	151	151	.....	.....	.....	.....	.....	.....	.....	.....
17. Michigan.....	8,101	4,926	3,175	.....	.....	.....	.....	.....	3,175	.....
18. Minnesota.....	7,040	690	6,350	.....	.....	.....	.....	.....	6,350	.....
19. Mississippi.....	809	809	.....	.....	.....	.....	.....	.....	.....	.....
20. Missouri.....	75	75	.....	.....	.....	.....	.....	.....	.....	.....
21. Nebraska.....	6,416	87	6,329	6,329	1,667	2,321	1,279	1,062	.....	.....
22. Nevada.....	16,243	23	16,220	.....	.....	.....	.....	.....	.....	16,220
23. New Hampshire.....	23	23	.....	.....	.....	.....	.....	.....	.....	.....
24. New Jersey.....	16	16	.....	.....	.....	.....	.....	.....	.....	.....
25. New York.....	5,144	439	4,705	4,705	1,140	1,196	1,154	1,211	.....	.....
26. North Carolina.....	1,241	1,241	.....	.....	.....	.....	.....	.....	.....	.....
27. Ohio.....	100	100	.....	.....	.....	.....	.....	.....	.....	.....
28. Oregon.....	11,278	318	10,960	6,110	1,705	2,404	1,024	977	650	4,200
29. Pennsylvania.....	133	34	99	.....	.....	.....	.....	.....	.....	.....
30. Rhode Island.....	154	154	.....	.....	.....	.....	.....	.....	.....	.....
31. South Carolina.....	124	124	.....	.....	.....	.....	.....	.....	.....	.....
32. Tennessee.....	70	70	.....	.....	.....	.....	.....	.....	.....	.....
33. Texas.....	699	379	320	.....	.....	.....	.....	.....	.....	320
34. Vermont.....	14	14	.....	.....	.....	.....	.....	.....	.....	.....
35. Virginia.....	229	229	.....	.....	.....	.....	.....	.....	.....	.....
36. West Virginia.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....
37. Wisconsin.....	11,521	1,206	10,315	4,715	1,108	1,352	1,150	1,105	5,600	.....
Territories.....	272,527	4,503	268,024	62,724	16,927	19,135	13,150	13,452	8,300	107,000
1. Alaska.....	70,000	.....	70,000	.....	.....	.....	.....	.....	.....	70,000
2. Arizona.....	32,083	31	32,052	4,352	1,277	1,396	925	754	.....	27,700
3. Colorado.....	7,480	180	7,300	.....	.....	.....	.....	.....	.....	7,300
4. Dakota.....	27,520	1,200	26,320	.....	.....	.....	.....	.....	.....	26,320
5. District of Columbia.....	15	15	.....	.....	.....	.....	.....	.....	.....	.....
6. Idaho.....	5,631	47	5,584	3,284	1,006	1,203	549	526	.....	2,320
7. Indian.....	59,367	.....	59,367	19,067	3,894	4,445	5,146	5,592	5,900	24,400
8. Montana.....	19,457	157	19,300	.....	.....	.....	.....	.....	.....	19,300
9. New Mexico.....	20,738	1,309	19,429	14,349	4,278	5,326	2,150	2,595	.....	5,080
10. Utah.....	12,974	179	12,795	8,195	2,715	2,620	1,526	1,334	.....	4,600
11. Washington.....	14,796	1,319	13,477	13,477	3,827	4,145	2,854	2,651	.....	.....
12. Wyoming.....	2,466	66	2,400	.....	.....	.....	.....	.....	2,400	.....

By the foregoing it appears that the total number of Indians in the United States enumerated and estimated is 383,712, of whom 111,185 are residents of the States and 272,527 of the Territories, organized and unorganized. The total school population (enumerated) is set down at 39,319, of whom 19,740 are males and 19,579 females. Of this total 12,717 are residents of the States and 26,602 of the Territories. The total estimated population (not divided by sex or age) is, "on reservations or at agencies," 26,875; while that classified as nomadic is set down at 234,740, making a total of 261,615. Taking the number of children from the whole number of those enumerated, and the ratio is slightly over $1\frac{1}{2}$ of the whole. Calculating on this ratio, and the num-

ber of Indian children of the school age will be about 67,695, making a total of 107,004 from the whole race, tribal or otherwise. Deducting 25,731 Indians regularly enumerated and their *pro rata* of children on the basis assumed, and the total number of Indian children will be about 100,000. Making an estimate of the children too young for school as being one-fifth of the whole, and we shall have remaining 80,000, to whom the General Government is in duty bound to provide some opportunities for education on the earliest occasion offering.

THE NEW YORK INDIANS.

The Six Nations, whose remnants still reside in the Empire State, over whose territory their ancestors once held sway, and in whose colonial and early State history they filled so important a part, show commendable progress. They number 5,070 souls, located on reservations under the authority of the State, possessing a total area of 68,668 acres. The population shows an increase of 100 for the past year and of 1,300 for the decade, as shown by the census of 1870.

The schools are part of the public-school system of the State, with the exception of three; one being a training-school long under the control of the society of Friends. A manual-labor school is in progress on the Tonawanda reserve. A notable instance of educational growth is seen in the establishment of a teachers' institute in August, 1872, which was at once attended by 38 applicants, of whom, on November 1, 26 were in training. These pupil-teachers are Indians. Of the whole population there are about 2,700 children, while, as will be seen, the school enrollment is about 1,100, with an average daily attendance of 603. The facts, however, go to show that all the Indian youth get some training in school, though the comfortable condition of the tribes and the educational facilities they possess deserve a steadier recognition by attendance on the schools than is apparent from the following statistics:

Tribes.	Population.			No. of schools.	No. of scholars.		*No. of teachers.	
	Male.	Female.	Total.		Male.	Female.	Male.	Female.
	Allegany reservation: Senecas and Onondagas, New York; Corn-planters, Pennsylvania.....	597	533		1,040	8	145	130	2	6
Cattaraugus reservation: Senecas, Onondagas, and Cayugas.....	855	804	1,659	10	250	225	2	6
Oneida reservation: Oneidas.....	91	107	198	2	14	25	.....	2
Onondaga reservation: Onondagas.....	157	182	339	2	71	55	.....	2
Tonawanda reservation: Senecas, Onondagas, Cayugas, Oneidas.....	311	361	672	2	47	39	.....	2
Tuscarora reservation: Tuscaroras, Senecas, Onondagas.....	230	249	479	2	35	60	.....	2
Saint Regis reservation: Saint Regis Indians.....	341	342	683	2	24	26	.....	2
	2,492	2,578	5,070	28	586	543	4	22

Another proof of the prosperous condition of these Indians is a movement among those on the Cattaraugus and Allegany reservations for separate allotments of the same. The Tuscaroras have in operation a plan which seems to secure the advantages of individual ownership without the dangers to the Indians themselves which it is justly feared may arise from the protection afforded the weak by the system of common and inalienable ownership now in vogue. Under the plan adopted on the Tuscarora reservation, improved lands are practically allotted to individual adults in fee. Two-thirds are thus controlled, the Indians having the right to buy and sell among themselves, the timber-land being held in common. Of the total area of these reservations, one-third, or 20,000 acres, is under cultivation. The character of the cultivation, yield of crops, (especially fruit,) farm-buildings, tools, stock, &c., are quite as good as of the white farmers of the section.

INDIANS IN THE STATES AND NOT ON RESERVATIONS.

There are about 1,700 Cherokees living in adjacent portions of North Carolina, Georgia, and Tennessee, being that portion of the nation who elected to remain east when the great body removed to the territory they now occupy.

These people are very poor, are not embraced as citizens within the States in which they reside, and impoverished, too, by the late rebellion, their meager annuity, being

* Of the 26 teachers employed 15 are Indians, who stand in character and capacity on a par with the whites.

only the interest of \$53.33 *per capita*, (the sum set apart to effect their removal when ready to join the balance of the nation,) does not enable them unaided to better their circumstances. Under a law of 1868, the Indian Bureau has direct supervision of their interests, but, as no appropriation has been made, it is of no practical benefit. Educational facilities are poor enough for the ordinary population of the region in which these Cherokees live; but, poor as they are, there is no evidence that the Indians are admitted to them.

Florida still contains about 300 Seminoles, of whose condition very little is known.

Indiana contains about 345 Miamies, who did not remove to Kansas under the treaty of 1840. There is another and very small band (19) known as the Eel River Miamies, who live partly in Michigan. The Miamies are good citizens and thrifty persons, with farms well cultivated and respectable homes. They send their children to the district schools. They are not yet made citizens of the United States.

There is a small band of Sac and Fox Indians, who have within the past two years been gathered at Toledo, Iowa, numbering in all 317; 83 men, 102 women, 70 boys, and 62 girls. Since their location, the increase has been 21, two-thirds being during the last year. The reservation allotted them comprises only 419 acres, and they possess individual property to the amount of \$15,159. During the last year they raised from neighboring farmers about \$1,200. No school has yet been organized, but it has been decided to turn the agency building over to a missionary laboring among them, for school purposes. As these Indians were literally a short time since vagabonds, living by begging and pilfering, these facts show good progress.

INDIANS IN MICHIGAN.

The Indians residing in this State are the Chippewas of Saginaw, numbering 1,630; the Ottawas and Chippewas of Swan Creek and Black River, numbering 6,039; the Pottawatomes of Huron, who number only 50; and the L'Anse band of Chippewas, numbering 1,195. This tribe or band is identified with the Lake Superior Chippewas of Wisconsin and Minnesota. The Saginaw Chippewas have abandoned tribal life, are citizens of the United States, have patents for their homesteads, and possess no annuities. The Indian Bureau reports two schools, with 150 scholars. The Ottawas and Chippewas are also citizens. Two schools, with 152 pupils, are reported. As their population is estimated at 7,669, there is evidently a lack of both educational interest and facilities in that only four schools, with 302 scholars, are reported. According to the tabular statements of the Indian Bureau, the Indians of Michigan are, as regards educational facilities, thus reported:

Independent agency No. 3, (Ottawas, Chippewas, and Pottawatomes:) Males, 4,339; females, 4,828; total population, 9,167; number of schools, 8; scholars, total, 358; teachers, male, 5, female, 4, total, 9; amount paid by individual Indians, \$50.

Of the schools 5 were maintained by the Catholics, and 3 by the Methodists. One of the latter closed July 10, 1872. The greater body of these Indians having become citizens, it is possible that a larger number of their children than is shown in the report attend the district public schools, and have thus become one with the people of the State. Of the above 8 schools, having 56 scholars, 2 are located among the L'Anse Chippewas. There is no doubt, however, that educational interest has decreased since appropriations have ceased. Missionary efforts have also relaxed since the Indians have become citizens. These facts are shown by the following figures: 1862, schools 30, scholars 1,068; 1872, schools 8, scholars 358. This is not a flattering exhibit, it must be confessed.

INDIANS IN WISCONSIN.

The Indians are the Chippewas of Lake Superior, numbering 5,150; Menomonees, numbering 1,362; the Stockbridges and Munsees, numbering 250; the Oneidas, numbering 1,259; and stray bands of Winnebagoes, Chippewas, and Pottawatomes, numbering about 1,600; in all, 9,621. The Lake Superior Chippewas have no stated reservation, but the several bands have a central location at which sub-agents are stationed.

The reservations occupied by the other tribes are in area as follows:

	Acres.
Menomonees	230,400
Stockbridges and Munsees	68,800
Oneidas	60,800
Total	<u>360,000</u>

The stray bands already named have no reservations, schools, or religious facilities. The schools among the settled Indians seem to be in an unsatisfactory condition. The Chippewas have an annual educational appropriation, under treaty, of \$3,800, but only

one school is reported, the number of scholars in which is not given. It is under the control of the Presbyterian board, under contract with the Interior Department, and takes the place of one established some years since by the American board, but discontinued on account of the unfriendly attitude of the Indians.

These people (the Chippewas) deserve more attention from the several religious and educational associations interested in the training of the Indians. One or more manual-labor boarding-schools at accessible points, in which the children would be removed from the influence of the roving lives of parents and tribes, are much needed and would be a good work.

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The Stockbridges and Munsees are under the same agency, (Green Bay,) as are also the Oneidas. The agent's report on education for the three tribes or bands is as follows: Population: males, 1,404; females, 1,467; total, 2,871; number of schools, 5; pupils: boys, 188; girls, 137; total, 325; teachers: males, 5; females, 2; total, 7. Four missionaries are sustained by the Presbyterians, Episcopalians, Methodists, and Catholics.

The Stockbridge schools, which are under charge of Indian superintendents, are reported as very successful. The use of liquor is the greatest curse to the Oneidas, but there is a better spirit growing among them on this subject.

THE MINNESOTA INDIANS

embrace five large bands of the Chippéwa or Ojibway Nation; three of the same people being connected with the Wisconsin agency. The five bands in this State number 6,455 souls. Their three reservations embrace an area of 4,672,000 acres. They are nomadic in habits, and only a small portion are permanent occupants of the reservations intended for them. The only schools now in operation are at White Earth and Red Lake agencies. The former is quite successful, and additional accommodations are needed. The Red Lake school is under the direction of the American Missionary Association. The Leech Lake school was closed by the resignation of the teachers. No successors have been appointed.

The Indians propose to give \$1,000 per annum for the establishment of a boarding-school at Leech Lake, under the American Missionary Association. The school will soon be in operation. These bands have in all about \$9,000 per annum set apart by treaty for educational purposes, and there is both room and means for greater activity than has yet been displayed.

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This comprises all the Indians living east of the Mississippi River who still maintain relations with, or are presumed to be under the control of, the General Government. The total figures relating to them are thus summarized:

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Cherokees, (North Carolina)	1,700				
Seminoles, (Florida)	300				
Miamis, (two bodies,) Indiana*	319				
Sac and Fox, (Iowa)	317				419
Michigan, (three bodies)	9,167	8	358	9	(†)
Wisconsin, (five tribes)	9,621	16	323	7	360,000
Minnesota, (five bands)	6,455	12			4,672,000
Total	32,949	44	1,800	42	5,101,067

The next geographical division covers

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while in the table given from the census of 1870 it is stated at 8,700. Since the enumeration, the larger portion of the several tribes have removed to their new homes south of Kansas. This change somewhat retards their educational privileges, though it will be of benefit ere long, in that and other directions.

INDIANS IN NEBRASKA.

There are seven agencies, controlling eight different tribes or bands, within the limits of this State and superintendency. These are generally in very good condition, prosperous and progressive. The following table illustrates this:

Tribes.	Population.			No. of schools.	No. of scholars.		No. of teachers.	
	Male.	Female.	Total.		Male.	Female.	Male.	Female.
Iowas, Sacs and Foxes of Missouri..	157	156	313	1	33	30	.....	2
Omahas.....	497	472	969	3	70	50	.....	1
Winnebagoes.....	700	740	1,440	3	160	90	.....	2
Pawnees.....	907	1,538	2,445	2	77	41	.....	7
Otoes and Missourias.....	243	221	464	1	53	44	.....	2
Santee Sioux.....	424	563	987	3	214	109	.....	5
Total.....	2,928	3,690	6,618	13	607	364	.....	19

The total number of pupils, according to the above, is 971 in a population of 6,618, or about one in seven, a better exhibit than that of any other superintendency. The Santee Sioux present a very favorable picture of missionary effort. The two Episcopal churches and schools on their reservation are under charge of Indian pastors, and a majority of the teachers are also Indians. This agency has under its control four bands, or tribes, of Sioux, who but a few years ago were among the most hostile of their nation.

The reservations occupied by the Nebraska Indians cover the following areas:

	Acres.
Santee Sioux.....	83,200
Winnebagoes.....	123,000
Omahas.....	345,000
Pawnees.....	288,000
Sacs and Foxes of the Missouri.....	16,000
Iowas.....	16,000
Otoes.....	160,000
Total.....	1,036,200

The average amount *per capita* of land will be nearly as follows: Santees, 84 acres; Winnebagoes, 90; Omahas, 355; Pawnees, 117; Sacs and Foxes, 184; Iowas, 71; Otoes, 345; making a *per capita* average on the total Indian population of about 156 acres. There is something worth considering in these figures, as they may serve to illustrate the results of limited reservations in solving the problem of change from the life of the nomad hunter and warrior to that of the farmer and citizen. The school statistics show that the Indians on the smallest reservations are, in the main, the most advanced, and this, too, as in the case of the Santees, does not result from long isolation from the usual influences among Indians, but rather from favorable conditions and well-directed missionary efforts. The Winnebagoes, having the next smallest area in their reservation, are next in the scale, and the Pawnees follow them; while the bands or tribes with the largest amount of land at their disposal are, in spite of long settlement, prosperity, and peace, smallest in the scale of educational advantages and results. The Indians and their agents appear to work harmoniously together, and the recommendations of previous years, for enlargement of the manual-labor school at the Pawnee agency, and for the establishment of similar schools among the Santees and Winnebagoes, are now being put into effect.

INDIANS IN KANSAS.

There are only five small agencies left in this State, which, with those in the western Indian territory, are under the control of the central superintendency. These agencies present the following statistics:

Tribes.	Popula- tion.	Reserva- tion.	Schools.	Scholars.	Teachers.	Annuity for education.
		<i>Acres.</i>				
Kickapoos.....	200	19,200	2	51	2	\$5,000 00
Pottawatomies *.....	400	77,307	1	84	2	9,585 00
Chippewas and Munsees.....	56	5,760	1	16	1	.....
Miamies.....	95	10,240	.....	.....	.....	2,500 00
Kansas, or Kaws.....	593	.....	1	45	1	1,538 57
Total.....	1,434	112,507	5	196	6	18,623 57

THE INDIAN TERRITORY.

The most interesting phase of Indian education and advancement is that presented in the Indian Territory, where the administration is now engaged in the concentration of the semi-civilized and uncivilized tribes and bands who have heretofore roamed at large or lived on reservations in the region north of the Territory. The presence of the five tribes of civilized Indians, who have long been settled in the eastern portion of the Territory, was a chief incentive to this policy, as it was reasonably expected their example and presence would greatly facilitate the movement. The expectation has, in the main, been realized.

From an elaborate table in the last annual report of the board of Indian peace commissioners, the following has been condensed:

* The Pottawatomies are those known as the "Prairie bands;" the remainder of the tribe have been citizens for several years. It is the desire of the Indian Bureau to remove these bands to the Indian Territory, where the larger portion of those who formerly lived in Kansas are now settled. So, also, with the Kickapoos and Kaws, though it is probable that a majority of the first-named tribe, now remaining in the State, may elect to become citizens. On the whole, the educational condition of the Indians remaining in Kansas has not improved during the year past.

Condition of Tribes in the Indian Territory.

Tribes.	Number.	Wealth in Indian paper.	Acres in reservation.	Acres cultivated by Indians.	Acres cultivated by Government.	Total acres cultivated.	No. of schools.	No. of teachers.	No. of scholars.	Cost of schools.	Am't of stock.
CIVILIZED.											
Choctaws.....	15,000	\$4,746,000	6,688,000	57,082	.....	57,082	36	39	900	\$56,000 00	\$509,427 20
Chickasaws.....	5,000	1,852,000	4,377,600	14,500	.....	14,500	439	17	439	23,000 00	1,185,863 16‡
Cherokees.....	14,698	4,995,055	3,844,719	120,000	.....	120,000	62	69	2,033	31,000 00	1,580,975 35
Creeks.....	13,000	3,113,500	3,250,560	28,000	.....	28,000	33	33	860	14,258 00	76,959 66
Seminoles.....	2,300	379,155	3,900,000	7,500	.....	7,500	4	4	207	2,475 00	.....
Total.....	49,992	14,815,410	18,360,572	197,682	.....	197,682	148	154	4,439	110,733 00	3,353,265 37‡
UNCIVILIZED.											
Pottawatomies*.....	1,336	759,519	77,357	900	.....	900	1	12	84	.....	111,500 00
Kickapoos.....	998	57,300	58,524	1,022	.....	1,022	2	2	26	3,000 00	157,400 00
Iowa.....	627	11,375	25,000	870	.....	870	2	2	14	3,053 84	24,530 16
Osage.....	3,272	16,070	500,000	380	.....	380	2	2	15	1,663 84	41,000 00
Wes and Foxe, and Shawnees.....	1,118	15,170	483,640	380	.....	380	1	2	17	1,430 00	17,300 00
Wichita, &c.....	1,918	113,800	(II)	691	.....	691	1	1	18	1,200 00	.....
Comanches.....	3,418	460,000	.....	100	.....	340	1	1	35	2,308 19	439,983 90
Delawares†.....	21	3,130	.....	17	.....	17	.....	.....	.....	.....	.....
Kiowas‡.....	1,778	300,000	3,549,440	.....	.....	.....	.....	.....	.....	.....	.....
Apaches§.....	378	30,000	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wes, Forias, &c. §.....	151	63,373	48,000	923	.....	923	.....	.....	.....	.....	123,103 62
Soucar §.....	133	25,665	47,000	378	.....	378	.....	.....	43	.....	4,494 00
Eastern Shawnees.....	173	15,707	16,000	342	.....	342	1	1	15	.....	.....
Utawas §.....	149	16,130	14,000	487	.....	487	.....	.....	.....	.....	21,674 48
Wyandots §.....	59	4,475	30,000	40	.....	40	.....	.....	8	.....	.....
Quapaws.....	255	15,752	63,000	196	.....	396	2	3	121	1,730 00	.....
Citizen Wyandots.....	110	14,373	.....	316	.....	316	.....	.....	.....	.....	.....
Delawares (stray).....	560	14,444	.....	891	.....	891	.....	.....	67	.....	.....
Miamias §.....	33	9,800	.....	350	.....	350	.....	.....	5	.....	.....
Shawnees §.....	527	17,210	16,000	572	.....	572	1	1	17	.....	49,536 97
Arapahoes and Cheyennes.....	3,390	180,000	4,071,500	150	.....	200	.....	.....	28	2,000 00	.....
Total.....	18,523	9,172,408	8,969,731	6,985	639	7,647	16	34	634	16,675 02	620,422 51
Total civilized.....	49,992	14,815,410	18,360,572	197,682	.....	197,682	148	154	4,439	110,733 00	3,353,265 37‡
Total uncivilized.....	18,523	9,172,408	8,969,731	6,985	639	7,647	16	34	634	16,675 02	620,422 51
Grand total.....	68,515	24,987,818	27,330,303	204,667	639	205,329	164	188	5,093	127,408 02	4,342,707 88‡

* Pottawatomies have 1 missionary school. † Delaware school-returns included in Wichita. ‡ Kiowas and Apaches included in Comanche school-returns. § Wes, Forias, Soucar, Wyandots, Miamies, and Shawnees included in Quapaw school returns. || None.

There is some difference between the figures of the Indian Bureau and those of the Indian board which are given in preceding table. These differences are not very material, the principal ones being, by the commissioners' report, an addition of 1,000 each in the population of the Choctaws and Chickasaws, making them 22,000 in all. The statistics of education in the five nations are given in the report, as follows :

	Scholars	Schools	Teachers		Total
			Indians	Whites	
Cherokees.....	2,950	60	48	15	63
Choctaws.....	819	36	37	.....	37
Chickasaws.....	379	11	14	.....	14
Creeks.....	760	33	17	16	33
Seminoles.....	907	4	.....	4	4
Total.....	5,115	144	116	35	151

This shows a difference in the two statements of 4 schools and 3 teachers in favor of the peace commissioners' tables, and of 276 scholars for the Bureau's regular annual report. Among the schools are three for the colored people forming part of the Cherokee Nation; also an orphan asylum, in which 54 children are supported. The Creeks support one boarding-school, and the Choctaws and Chickasaws support two; besides, each nation maintains a number of students at colleges in different States. The Cherokees have recently revived their female seminary, under good auspices. There is a prevailing criticism among those interested in education there, to the effect that children of the full-blood Indians speak Cherokee at home and in familiar intercourse only, and that, as a consequence, though they learn to read, spell, and write in English, they do not really understand or master it. The amount of real work to be done among these people can be appreciated by an estimate of percentage of school attendance with the population. Taking the table before given as a basis, and the total number of Indians in the five civilized nations, with a few small bodies located in the northeastern portion, we have the aggregate of 49,962, while the total number of scholars is but 4,439, or about 1 in every 10.2 persons. With the large amount of funds at their disposal, the larger average of real and personal wealth they possess, and their favorable location, these nations ought to do better. There is great need of a normal college, not alone for the training of Indian teachers, but the imparting of a higher education to their youth in all the higher and practical paths of life.

According to the complete tabular statements, it appears that the number of bushels of grain raised in the whole Territory was 6,739,335, of the value of \$4,663,615; that the number of horses, cattle, &c., owned there was 464,465, of the value of \$4,947,121; while the number of tons of hay cut was 8,506, valued at \$73,149; and the value of furs sold was \$302,700; being a total valuation of produce, stock, &c., of \$9,986,588. The total valuation of property, real and personal, is \$16,967,818, excluding real estate, and of stocks, \$4,342,707.82, both of which are held in common.

New Mexico and Colorado are the only Territories exceeding these figures, which in their totals speak well for the Indian population.

The five nations, in proportion to the whole population, possess about six-sevenths of the individual property, and cultivate about twenty-five times as many acres as the other tribes. The proportion is similar throughout. The Indian peace commissioners' reports state that the Chickasaws and Choctaws maintained three missions, and have a church-membership of 12,500; the Creeks have three missions, and 2,050 church members; the figures are not given for the Cherokees and Seminoles. That these Indians have mental power of a high order has been made manifest in all their history, but in no instance so conspicuously as in that of the inventor of the Cherokee alphabet, George Guess, or "Sequoyah," whose ability deserves renewed recognition.

THE INVENTION OF THE CHEROKEE ALPHABET

excited at the time of its introduction the astonishment of philosophers in this country and in Europe, and as it has an important bearing in connection with educational movements generally, an account of its progress and history, the work of genius throughout, is thought worthy of being brought forward at the present time, the data for which are found in a carefully-prepared article by Elias Boudinot, himself a Cherokee, and published in the "Annals of Education" in April, 1832. Mr. Boudinot makes use in part of statements by Mr. Knapp in a lecture on "American literature," and which may be relied upon, as they were derived from Sequoyah himself.

Mr. Knapp says that when a delegation of the Cherokees visited Washington in the

winter of 1828, Sequoyah, the inventor of the Cherokee alphabet, accompanied them. His English name was George Guess; he was a half-blood, but had never spoken a word of English up to the time of his invention.

The substance of an examination of Sequoyah, through the medium of two interpreters, was this: That he, Sequoyah, was now about sixty-five years old; that in early life he was gay and talkative, and although he never attempted to speak in council but once, yet was often, from his fine colloquial powers, the story-teller of the convivial party. His reputation for talents of every kind gave him some distinction when he was quite young, so long ago as Saint Clair's defeat. About this time a letter was found on the person of a prisoner, which was wrongly read by him to the Indians. The question then arose among the Indians as to the mysterious power of *the talking leaf*, some believing that it was the gift of the Great Spirit to the white man; but George Guess maintained that it was the discovery of the white man himself. Deprived of the excitement of war and the pleasures of the chase, in consequence of the lameness of a knee which rendered him a cripple, his mind was directed to the mystery of the power of *speaking by letters*.

The inventive powers of Sequoyah were put in active operation, while he had to contend with the prejudices of some of his nation, who believed that the knowledge of letters belonged only to the white man. He was not dissuaded, however, from an attempt to prepare an alphabet for his people. He knew that feelings and passions were conveyed by different sounds from one intelligent being to another, and the thought struck him to try to ascertain all the sounds in the Cherokee language. In this he had the aid of his wife and children; and when he thought he had distinguished all the different sounds in their language, he used pictorial signs of birds and beasts to convey an idea of these sounds to others, but soon dropped this method, as difficult or impossible, and tried arbitrary signs, distinguishable from each other.

For about a year he tried the plan of making a character for each word, in which time he put down several thousand characters, but became convinced that his object was not to be attained in that way. After trying other methods, he hit upon the idea of dividing the words into parts, or syllables. He soon found, to his great gratification, that the same characters would apply in different words, and that the number would be comparatively few. After putting down all the syllables he could think of, he would listen to speeches and the conversation of strangers, and would make a character for any new syllable. In this way he succeeded in completing his system.

As representatives of these syllabic sounds, he adopted a number of English letters, taken from a spelling-book. Even then he had about two hundred characters in his alphabet; but, by the aid of his daughter, who entered into the genius of his labors, he reduced them at last to eighty-six.

As yet he had no knowledge of the pen as an instrument, but made his characters on a piece of bark with a knife or nail. He soon after procured paper and a pen, and made his own ink from some bark of the forest trees, whose coloring property he knew.

Even when his system was completed, he found much difficulty in persuading people to learn it. But going to Arkansas Territory he taught a few people there at first, one of whom wrote a letter to some friends in the Cherokee country and sent it by Sequoyah, who read it to the people. It was a difficult matter to make his invention known among his people, as he had been so long abstracted from their usual pursuits that he was viewed with suspicion. To convince them of the reality of his invention, he summoned some of the more distinguished of his nation, and after explaining the matter to them, his daughter, who was his only pupil, was directed to go out of hearing while he put down any word or sentiment which his friends named, and then she was called in and read it to them; then the father retired, and the daughter wrote. The Indians were astonished, but not convinced. It was at length agreed that the tribe should select several youths from among their brightest young men, that they might be taught. After several months' instruction, an examination was made by various tests, which destroyed all infidelity on the part of the nation and fixed their faith most firmly. The Indians made this the occasion of a great feast, at which Sequoyah was conspicuous, and he became at once schoolmaster, professor, philosopher, and chief, held in reverence by his nation as one favored by the Great Spirit.

When the usefulness of the Cherokee alphabet became fully developed, it spread through the nation in an unprecedented manner, and reading and writing soon became common. It is worthy of remark, however, that it was for some time confined to the more obscure individuals, the others not considering it of sufficient importance. To increase its utility the council of the nation had a font of type cast and a newspaper printed in the English and Cherokee languages. About two hundred copies of this newspaper were soon circulated weekly, and read by numbers in every section of the country. At a convention of gentlemen held at New Echota, six years after the invention of the alphabet, it was calculated that upward of one-half of the adult males could read and write in their own language.

Since then several books have been printed in these characters, and at the present time these are in use. A Cherokee newspaper is also printed in the nation. The

Cherokee language is, however, being discarded by the more intelligent, only about two-thirds using it commonly. The apathy of the full-bloods hinders progress in this as well as other directions. The pressure from without is growing stronger. It is to be regretted that activity from within does not fully create a sufficient counter-force.

OTHER TRIBES IN THE TERRITORY.

A closer distinction ought in justice to be made, as the Senecas and Shawnees making 3,030; the Quapaws, 240 strong; the Ottawas, 150; the Peorias, or confederated tribes, numbering 160; the Absentee Shawnees, 663; the Sacs and Foxes, 463—in all, 4,706 souls—are, as a rule, in a condition of civilization quite equal to the five large tribes. They are collectively in possession of reservations covering an area of 709,760 acres. The Absentee Shawnees hold their lands by allotment. Their school facilities are limited, but the privileges thereof could be readily made available. The tribes just emerging are the Osages, Kickapoos, Kawa, Wichitas, Caddoes, and some much smaller bands, while those that require steady and vigilant oversight are the quite powerful tribes of Kiowas, Comanches, Apaches, Arapahoes, and Southern Cheyennes, numbering in all 3,990.

INDIANS IN DAKOTA, MONTANA, AND IDAHO.

These three Territories embrace the most powerful of the nomadic tribes now remaining in the United States, and hence their condition is necessarily an interesting feature of this review. Foremost among them is the Sioux Nation, embracing many bands, and numbering 26,216 persons, mostly living in Dakota, though the Ogallalas are mainly in Wyoming. The facts relative to the several tribes within the assigned geographical limits are as follows:

Tribes.	Population.	Reservations, area in acres.	Schools.	Scholars.	Annual fund.
<i>Dakota.</i>					
Sioux	26,216	26,267,300	10	489	.....
Poncas	733	578,000	3	77	.....
Arikarees, Gros Ventres, and Mandans	2,267	8,640,000	.....	.....	.....
<i>Tribes in Montana.</i>					
Blackfeet	7,500	Not stated.	None.	.....	.....
Gros Ventres, Assinaboines, Crowa, Santee Sioux, Northern Cheyennes	10,750	.....	.....	.....	.....
Mountain Crows	2,700	8,250,000	1	90	.....
Flatheads	1,700	1,433,600	1	37	.....
Shoshones and Bannocks	677	.....	.....	.....	.....
<i>Tribes in Idaho.</i>					
Nez Percés	2,207	1,344,000	2	124	\$7,300
Shoshones and Bannocks	1,037	1,568,000	.....	.....	.....
Cœur d'Aléanes	2,000	256,000	.....	.....	.....
Total	58,322	47,054,900	17	807	7,300

There is something more favorable than the above statement to be said in regard to the Indians in Idaho. The Nez Percés are, as a rule, more advanced than their school statistics would indicate. There has been something of disturbance and conflict among them in the past.

Great progress is reported during the past year. Favorable results are also reported from other tribes in that Territory, while the Dakota Sioux are being placed yearly in more favorable conditions for both restraint and training in the arts of peace.

During the past year the Interior Department has succeeded in opening friendly relations with the heretofore hostile Sioux and fragments of other tribes and bands who have for some years past made portions of Montana debatable ground between themselves and the white pioneers. There is opportunity in the Northwest for a comprehensive policy and a better chance, when it is begun fairly, to teach and train the growing generation of Indians. A special effort should be made on the more advanced reservations in Dakota and Idaho to organize manual-labor schools, into which children might be brought, cared for wholly, and educated to new conditions. A special effort should be made to reach the females, for, as the Cherokees have already proved, there may be many bright boys turned out of school, but unless their homes have an elevating influence and their sisters and female associates are their equals, retrogression will, as a rule, be more rapid than their progress.

THE INDIANS OF WYOMING, COLORADO, UTAH, AND NEVADA.

The Territories and State named fall naturally in a geographical group, and the condition of the Indian population, which is at the lowest ebb, also justifies the treating of them under one head.

WYOMING.

A large body of Ogallala Sioux are found just within the borders of Wyoming, but have been mentioned in connection with Dakota, where they properly belong. The only Indian tribes permanently located in Wyoming are the Eastern Shoshones, numbering above 1,000. There are roving bands of Cheyennes, Arapahoes, Sioux, &c., but they are interlopers, and will, as the lines of settlement and travel press closer, be brought on to their reservations.

The Shoshones have had a large reservation assigned them, but, owing to the incursions of hostile Sioux and others, have not remained thereon. There is one school established, under the charge of an Episcopal missionary, with ten scholars, and recently the chiefs have shown a desire to settle their people and engage in stock-raising; and have schools established among them.

COLORADO.

In Colorado there are about 3,800 Indians, 3,000 of them belonging to the Tabeguache band of Utes at Los Pinos, and the Yampa and Uintah Utes at the White River agency. The latter number 800. These bands are native to this region, and are now in possession of a very valuable territory, embracing 14,784,000 acres, for the transfer of a large portion of which to the Government, efforts, but partially successful, have been made during the past year. The Tabeguache Utes have thus far shown no interest in education, while at the White River agency a small school has been in operation for some time past. The Unitarians have this in their charge, and have just established one at Los Pinos. There are 41 scholars and 1 teacher at the latter place, and 6 pupils and 1 teacher at the former. The Los Pinos school is organized on the industrial plan.

UTAH.

The Indians in Utah are under the charge of two agencies, that of the Shoshones, numbering 3,000, belonging to three bands, and that of the Utes, consisting of ten bands and numbering 8,300; in all, 11,300. The Shoshones have no reservation, are thorough nomads, are difficult to reach, and show no desire for schools or other agents of the "white man's" life. The Utes have a reservation of 2,039,040 acres in the Uintah Valley, but the bands are generally migratory and warlike. No school has been established. The comment made, in the last annual review on this subject, as to the lack of interest in the Indians' welfare exhibited by the Mormon community controlling this Territory, loses no force by repetition.

NEVADA

has an Indian population of about 12,500, divided into five tribes or bands; two of Pah and Pi Utes, and the others, Washoes, Shoshones, and Bannocks. The Pah-Utes number 6,000, and have two reservations of 320,000 acres each, are quiet, peaceable, very poor, have no schools, and are generally left to their own devices for subsistence and habits. The Pi-Utes number 2,500, have no treaty, contract, or reservation, and no aid, in any shape, is given them. They are very poor, generally steal for a living, though a few engage in farming. No schools are mentioned.

The Washoes are a miserable and drunken remnant of vagabonds and beggars, with no agent in charge and no reservation, settlement, or school. The Shoshones are under the Utah agency for the same people. They number about 2,000, while the Bannocks, about 1,500 in all, are probably to be removed to the Fort Hall reservation, Idaho. No schools or missions exist in Nevada.

Taking this exhibit, and the condition of the Indians, estimated at 26,600 souls, living in the great area designated, it is not very encouraging to them or flattering to the "superior" race with whom they have, for twenty years or more, been brought into contact.

INDIANS IN NEW MEXICO AND ARIZONA.

The condition of this population in both these Territories has attracted great attention during the past year or so, owing to the vigorous efforts of the Government to obtain control of the Apaches, and the very animated discussion that has arisen over the policy adopted. The construction of the Southern Pacific Railroad, like that

of the northern line, has been in great part the cause of active effort, thereby turning the public attention to the remarkable phases of the Indian question presented in Arizona.

The New Mexico Indian tribes are under direction of five agencies. Their numbers, &c., are as follows:

Tribes.	Population.			Reserva- tion.	Schools.	Scholars.	Teachers.	Fund.
	Male.	Female.	Total.					
Navajoes	4,310	4,804	9,114	3,328,000	1	40	2	\$2,000
Capote Utes, Weeminuche Utes, Jicarilla Apaches	600	670	1,270	.....	.....	.....	.....	.....
Muache Utes and Jicarilla Apaches	776	683	1,459	.....	.....	.....	.....	.....
Apaches and others	781	1,114	1,895	.....	.....	.....	.....	.....
Apaches	200	250	450	.....	.....	.....	.....	.....
Pueblos	3,946	3,737	7,683	439,664	5	.....	5	.....
Total	10,613	11,258	21,871	3,767,664	6	40	7	2,000

The Navajoes are peaceable and industrious, engaged chiefly in sheep-farming. Their school is not very successful, but provision is being made for the establishment of a manual-labor boarding-school among them, from which better results are expected. Nothing has been, and probably nothing can be, done in this direction at present with the Apache and Ute bands in New Mexico. All of the Pueblo schools have been broken up but those in which the teachers are able to instruct in English, five in number.

INDIANS IN ARIZONA.

This Territory has an Indian population estimated at from 25,000 to 28,000, divided into the following tribes, with the reservations they occupy:

Tribes.	Number.	Acres.
Pimas and Maricopas	4,342	64,000
Papagoes	5,000	.....
Mohaves	4,000	75,000
Yumas	2,000	75,000
Hualapais	1,500	.....
Yavapais and Apaches	8,000	139,000
	<u>24,842</u>	<u>353,000</u>

In the case of the Apaches, their numbers are by some estimated as high as 12,000, but it is safer to take the lower estimate. A considerable band has been located with Cochise, on a large reservation, and there are a number of small reservations, temporary in character, set apart at different military posts, on which small bands have been gathered. The two tribes first named are the only ones over whom even a rude civilization has had any influence. The first-named show considerable progress, and the second are also making efforts in the right direction. The following table contains the facts relating to the settled tribes bearing on schools:

Tribes.	Population.			Number of schools.	No. of scholars.		No. of teachers.	
	Male.	Female.	Total.		Male.	Female.	Male.	Female.
Pima and Maricopa	2,199	2,143	4,342	1	54	51	1	1
Mohave Pueblo	800	863	1,663	1	41	19	1	.....
Papago	2,400	2,600	5,000	.....	.....	.....	.....	.....
Mohaves of Colorado River	450	378	828	.....	.....	.....	.....	.....
Total	5,849	5,984	11,833	2	95	70	2	1

The Mohaves and other tribes are averse to attempts at education, and of course, as yet, little or no effort has been made to reach the Apaches.

THE PACIFIC COAST INDIANS.

* This designation embraces the three superintendencies of Washington, Oregon, and California. They may be thus tabulated:

Superintendency.	Indian population.	Males.	Females.	Area reservation in acres.	Schools.	Scholars.	Teachers.	Amount of school fund.
Washington	13,641	6,427	7,214	898,574	7	144	12	\$16,700
Oregon	7,162	3,326	3,836	4,473,938	3	149	7	4,458
California	20,970	9,918	11,052	70,363	2	127	2	.....
Total	40,773	19,671	32,100	5,446,875	12	420	21	21,150

According to these figures the report is, on the whole, not very promising, yet some advancement is manifest. In Washington Territory there is general provision, embracing each agency, for the establishment and maintenance, under treaty stipulations, of industrial schools. Some additional interest in farming is exhibited, and generally prosperity is greater. The Yakamas are regarded as models; most of them are skilled mechanics as well as farmers. The manual-labor school is declared to have been of incalculable value to the children. Good churches, as well as schools, well attended, with native pastors and teachers, are notable features. In this Territory the Indians are commonly industrious, working at farming, trades, lumbering, &c. In Oregon, the Indians at Umatilla, Warm Springs, and Grande Ronde agencies are reported in a thriving condition, industrious and prosperous. Manual-labor schools are needed and urged. The other agencies are not in a position to do much for schools.

The California Indians are worse off in educational facilities than those in either of the other superintendencies. The Hoopa Valley agency shows the most progress, while that of Tule River is improving. But on the whole the Pacific coast does not present a very gratifying exhibit of Indian educational efforts. Perhaps one of the most pitiable facts is the neglect of the aborigines of Alaska. The Indian Bureau does not take cognizance of their condition or wants, as it is not disposed to regard them as Indians, in the general acceptance of the term. Left to themselves, it seems certain that their tendency is to retrograde. Something ought to be done toward reaching a population estimated at 70,000 souls.

CONCLUSION.

Careful examination of the foregoing facts must convince the intelligent mind that while a very encouraging change has occurred in regard to the Indians and their circumstances, more especially so in the matter of the interest attaching thereto among the more favored race, yet, that nothing of a permanent character for their adaptation to civilized habits will ever be really achieved until we take in hand more seriously and systematically the educational work among them. Decidedly the best missionary labor will be that which can obtain control—First. Of the female children, and place them under efficient training. Secondly. Of the boys, and not simply teach them to read and write, sing hymns and pray, but train them to habits of intelligence and, wherever possible, to skilled labor. Thirdly. That will, as a rule, supply to the male adults occupations more suited to their nomadic habits, such as trading stock, making of them herdsmen and shepherds.

Thus, by separation of the rising generation from wild habits and roving life, we may hope to successfully save this race to a more useful existence, and help those beyond such ambition to quieter and more peaceable surroundings.

The Indian service is necessarily expensive; yet, with more present aid and wise direction, the establishment of industrial and other schools might in a comparatively short time greatly reduce those expenditures, by making the Indians self-supporting, and finally one with the great body of the American people.

RICHARD J. HINTON.

EDUCATIONAL CONVENTIONS AND INSTITUTES.**THE NATIONAL EDUCATIONAL ASSOCIATION.**

The twelfth annual meeting of the National Educational Association was held, as appointed, at Boston, Massachusetts, on the 6th, 7th, and 8th days of August, 1872. The day sessions were held, with one exception, in the girls' high and normal school building, and the evening sessions at the Lowell Institute. The forenoons and evenings were occupied by the general association, and the afternoons by the four departments.

The spirit of the meeting was excellent. The interest in each department was admirably sustained, a result chiefly due to the excellent manner in which the presidents—Miss Lathrop, and Messrs. Rounds, Hancock, and Wallace—discharged their duties.

For the following report we are indebted largely to the *Ohio Educational Monthly*, edited by Hon. E. E. White.

GENERAL ASSOCIATION.

The association met in the beautiful hall of the girls' high school, Tuesday, August 6, at 10 a. m., the president, E. E. White, of Ohio, in the chair.

Prayer was offered by Rev. Dr. Miner, of Boston, after which Mayor Gaston made a brief but happy address of welcome on behalf of the city.

Mayor Gaston was followed by Rev. Dr. R. C. Waterston, who, on behalf of the school committee of Boston, cordially welcomed the association to the city and congratulated the teachers of the country on the deep and general interest now taken in public schools, and the wonderful progress that has already been made. As an illustration of this progress, he stated that 150 years ago girls were first admitted to the public schools of Boston to fill seats vacated by the boys in summer time. Now the National Educational Association, with scores of women in full membership, assembles in this magnificent building, erected solely for the higher education of girls.

Dr. F. H. Underwood made a humorous allusion to the idea, commonly held by residents of other places, that the Boston man considers himself finished in every particular, and is absorbed in the contemplation of his perfections. He assured the audience that, whatever may have been true, this state of things no longer exists. The young president of Harvard University has inaugurated reforms, and the movement has reached the high schools and the other schools of Boston. Those intrusted with the management of the public schools were conscious that perfection has not yet been reached, and are seeking light from every source.

The president of the association responded. He gave to Massachusetts the great honor of establishing the first system of free public schools, and spoke in words of high eulogy of what the State had done for the cause of education. On behalf of the association he thanked the mayor of the city and the representatives of the school committee for their cordial welcome. In conclusion, he thanked the association for the honor of presiding over its deliberations.

After the appointment of Mr. E. B. Frost, of Illinois, as assistant secretary, and Messrs. Chauncey R. Stultz, of Ohio, and R. Woodbury, of Maine, as assistant treasurers, the meeting adjourned.

Evening session.—The association re-assembled at eight o'clock, in the Lowell Institute.

Rev. Dr. A. D. Mayo, of Cincinnati, gave a very able lecture on "Methods of moral instruction in public schools." He said that we live in the era of methods in public instruction, and now approach the era of methods in moral culture. We must first rid ourselves of a huge drift of error in regard to the province of our public schools. Their purpose is to make neither profound scholars nor saints, but to make good American citizens, such men and women as will preserve and ennoble the Republic. The morality to be inculcated in these schools is that of the Christian religion. We can not teach a Chinese or heathen morality, nor can we teach the vague standards of materialism. Every method presupposes a living soul at the center of operation, without which it is a mere machine; and hence, the first condition in moral instruction is a teacher whose life is the embodiment of such morality.

The rage for intellectual culture is becoming the Moloch of American schools. The teaching of children is now almost entirely in the hands of young women, and their intellectual qualifications are subjected to constant scrutiny and supervision. They are compelled to run a gauntlet worse than their grandmothers who were captured by the Indians. Their moral fitness is vastly more important. The new methods of teaching

open a way for the most successful moral instruction, but they are powerless in the hands of a teacher who has no moral perception. The methods of object and oral instruction are still on trial. Unless we place in our school-rooms a class of teachers filled with a high moral purpose, the children will be dragged down to common earth-worms. The common school is the place where the child should be taught the great lessons of morality in public life, for morality and patriotism are inseparable in a country like ours.

Our teachers are too often so highly wrought in æsthetic and literary culture that they go into our schools with an utter ignorance of, and almost an utter contempt for, our common American life; very charming, no doubt, as ornaments of wealthy homes, but utterly unfit to mold our boys into well-rounded American citizens. The imperative need of our schools to-day is some method of common-sense moral supervision.

The discussion was opened by Dr. J. M. Gregory, of the Illinois Industrial University, who said that Dr. Mayo had exhausted the subject, and he could only retouch the picture. Our schools are designed not only to educate the children intellectually but morally, and the expenditure for their support can not be justified if we take away that which causes the children to grow up into good citizens. We can not send a child's intellect to school and keep his moral nature at home. The highest intellectual culture can not be attained unless there is a moral nature which will furnish the necessary incentives. The safety of the Republic and of humanity itself depends upon moral instruction in our public schools. The grand purpose of the teacher is to form character.

Hon. Joseph White, secretary of the board of education of Massachusetts, said that Dr. Mayo had spoken the truth in eloquent words and in a more eloquent spirit. With such sentiments inspiring our teachers the Republic is safe.

Three years since a great audience applauded the sentiment, "The school for intellectual education, and the church for moral education"—a heresy whose adoption would be fatal to the public-school system. His creed was a brief one, and not of his own originating, but derived from the words of one of the best friends of education, now gone to his final rest, Josiah Quincy, who said, "There can be no freedom without morality, no morality without religion, and no religion without the Bible"—and so give us and our children the Bible.

Second day.—The association convened Wednesday morning at 9 o'clock. Prayer was offered by Rev. Dr. Wallace, president of Monmouth College, Illinois.

After the appointment of committees on places for teachers, resolutions, and the transaction of other business, the president called upon Dr. J. W. Hoyt, of Wisconsin, chairman of the permanent committee on the national university to make a brief report of progress.

Dr. Hoyt stated that the idea of founding a national university had been in the minds of many of the leading statesmen and educators of the country for many years, and gave the history of the action of the National Educational Association on the subject. With a view of bringing the subject in a practical form before the country, the committee appointed at Saint Louis prepared a bill, which was submitted to many persons for criticism and suggestion. The bill was then carefully revised, and on the 25th of May last it was introduced in both Houses of Congress by the Committees on Education and Labor. He stated that the bill had been favorably received in Congress, and that it had been approved by nearly all of the higher institutions of the country. The prospects of its early passage he thought were encouraging.

Professor William F. Phelps, principal of the First State Normal School of Minnesota, read a paper on "The system of normal training-schools best adapted to the wants of our people," presenting the necessity of the normal training of teachers, giving the history of the establishment and growth of normal schools in this country from the opening of the first at Lexington, Massachusetts, in July, 1839. He paid high compliments to Father Pierce, Horace Mann, Nicholas Tillinghast, and other pioneers in the normal cause. In conclusion, he urged that every university or college should have a professor of teaching; that every State should support one or more normal schools of a high grade, an elementary normal school in each county, and a system of normal teachers' institutes.

After a few songs by the Jubilee Singers from Fisk University, Tennessee, who were warmly applauded, Professor D. B. Hagar, of Salem, Massachusetts, opened the discussion of the paper. He stated that the normal schools of Massachusetts embrace a course designed to prepare teachers for high schools, and also one to prepare teachers for lower schools. He was not in favor of establishing normal schools of a lower grade, but believed strongly in the value of teachers' institutes.

President N. T. Lupton, of the University of Alabama, said that a normal department has been organized in that institution, and briefly described the course of instruction.

Hon. John Eaton, jr., national Commissioner of Education, read an interesting and able paper on "The educational lessons of statistics." These lessons were partly drawn from the early records, but chiefly from the census of 1870.

Hon. B. G. Northrop, secretary of the State board of education of Connecticut, stated that the statistics of illiteracy in this country were distorted and improperly used. No less a man than Hepworth Dixon, of England, had pointed him to these statistics as proof of the failure of the school system in the United States. He replied, that in the Northern States, at least, this illiteracy was imported illiteracy, and largely from the United Kingdom of Great Britain.

Evening session.—The association met in the evening at the Lowell Institute. Hon. J. P. Wickersham, of Pennsylvania, chairman of the committee on nominations, reported the following officers:

President—B. G. Northrop, Connecticut.

Vice-Presidents—Newton Bateman, Illinois; George P. Beard, Missouri; Abner J. Phipps, Massachusetts; Edward Brooks, Pennsylvania; James H. Binford, Virginia; John Swett, California; N. T. Lupton, Alabama; A. P. Stone, Maine; N. A. Calkins, New York; Miss D. A. Lathrop, Ohio; W. N. Hailmann, Kentucky; N. P. Gates, Arkansas.

Secretary—S. H. White, Illinois.

Treasurer—John Hancock, Ohio.

Counselors—E. E. White, Ohio, and John Eaton, jr.; at large; Warren Johnson, Maine; Judah Dana, Vermont; D. Crosby, New Hampshire; E. A. Hubbard, Massachusetts; J. C. Greenough, Rhode Island; Mrs. M. A. Stone, Connecticut; J. H. Hoose, New York; Charles H. Verrill, Pennsylvania; M. A. Newell, Maryland; J. O. Wilson, District of Columbia; A. E. Dolbear, West Virginia; M. Webster, Virginia; H. B. Blake, North Carolina; W. H. Baker, Georgia; Joseph Hodgson, Alabama; Miss H. E. Hasslock, Tennessee; W. T. Harris, Missouri; Mrs. A. S. Kissell, Iowa; Miss E. D. Copley, Kansas; George Howland, Illinois; C. R. Stultz, Ohio; J. Newby, Indiana; E. Olney, Michigan; J. W. Hoyt, Wisconsin; H. B. Wilson, Minnesota.

The report was adopted, and the officers named elected.

Hon. Newton Bateman, State superintendent of public instruction of Illinois, read an able and elaborate paper on "Compulsory school attendance." He said, that were compulsory attendance to be made a matter of legislation, he should have his bill entitled "An act to secure the educational rights of children," rather than "An act to compel the attendance of children at school." He proceeded to treat his theme under two heads, offering two reasons for such legislation, viz: because it is within the legitimate province of a republican government; and because it is necessary and expedient. He showed, by numerous arguments and examples, that the principle of compulsion is the basis of all laws as well as of government itself. Compulsion is the bed-rock on which every human government rests. Bayonets and bomb-shells are the final adjudicators. Without this investiture of force, and the right to appeal to it in emergencies, every organized government would go to pieces. In every case, in the last resort, it meets the culprit with clenched fist, and not with moral precept. In the matter in question, the compulsion of attendance would be infinitely less repugnant than countless laws which have been swallowed and digested.

The hour being late when Mr. Bateman closed, there was no further discussion of the subject.

Third day.—Thursday morning's session was opened with prayer by Rev. David Crosby, of Nashua, New Hampshire.

A communication was read from the German-American Teachers' Association, requesting permission to co-operate with the National Educational Association, and offering to present the plans and methods of some German educators at the next annual meeting. The communication was referred to the board of directors, and the delegates from the German association present were invited to participate in the proceedings.

Hon. John Swett, deputy superintendent of the schools of San Francisco, California, read a spicy and suggestive paper on "The examination of teachers." He took strong grounds against the New England system of examining and employing teachers, as vexatious and useless, and gave an amusing account of his early experience as a teacher both in New England and California. He was happy to say that this ill-advised system had been abolished in California, and that the office of teacher had risen to the dignity of a profession. The remedies for the evils of the New England system were the organization of State and county boards of examiners, composed exclusively of professional teachers; the issuing of a graded series of certificates, from life certificates down to limited certificates for temporary teachers; the adoption of written examinations, the percentages to be indorsed on the certificates; a legal recognition by each State of the professional certificates given on actual examinations by legal boards in every other State, and of the normal-school diplomas issued in other States; and a combined effort to lengthen the terms of school officers.

The paper elicited a spirited and interesting discussion, which was participated in by Professors S. S. Green and M. Lyons, of Rhode Island; Superintendent Northrop, of Connecticut; Dr. Levison, of New York; Dr. F. Taylor, of Pennsylvania; Superintendent Abernethy, of Iowa; John Hancock, of Ohio; Professor Stevens, of West Virginia; President Chadbourne, of Williams College, Massachusetts; Mr. A. Brouson

Aleott, of Massachusetts; Mr. J. Dana, of Vermont; and Superintendent Wickersham, of Pennsylvania.

On motion of Mr. Beard, of Missouri, the subject was referred to a committee, with Hon. John Swett as chairman, to report at the next meeting. Hon. J. L. Pickard, of Illinois, and Hon. Joseph White, of Massachusetts, were appointed the other members of the committee.

The following resolution, offered by W. E. Crosby, of Iowa, was referred to the above committee:

Resolved, That this association gives its influence to the securing of a common recognition throughout the Union of normal-school diplomas and State certificates, as evidences of qualifications actually possessed by higher classes of teachers, principals, superintendents of the States, counties, and cities; provided that an equal and impartial basis of training and scholarship can be generally adopted."

ART EDUCATION.

Mr. Walter Smith, State director of art education in Massachusetts, read an excellent paper on "Drawing in public schools." He advocated the teaching of drawing as a relief to the mental faculties of children, often overstrained by the ordinary school routine; and, to this end, the first lessons should exercise the eyes and fingers in a manner least likely to tax the mind. What is needed is a system of drawing simple enough to be taught by all teachers and learned by all pupils.

Drawing should be taught by the regular teachers, for the employment of a special teacher of drawing caused the pupils to believe that it was a very difficult study. Many children, not skillful in drawing lines, are very quick in drawing conclusions.

The first lessons in drawing should be each a stepping-stone to the next. In primary and grammar schools drawing should be taught as a language, the speech of the eye; while in the high schools it may be taught as an art. A course of instruction for the different grades of pupils was sketched, and printed outlines were distributed.

Mr. Smith believed that art education could be made more successful in this country than in any other. The paper was very acceptable to the audience, and was frequently applauded.

Mr. Northrop, of Connecticut, congratulated Massachusetts on being the first State to adopt, by legislation, a system of art education for the public schools.

CLOSING EXERCISES.

At 4.30 o'clock Thursday afternoon the general association convened for the closing exercises. The president introduced Mr. Mori, the Japanese minister to this country, who was received with hearty applause.

ADDRESS OF THE JAPANESE MINISTER.

Mr. Mori said that he was happy to say a few words respecting the educational movement in Japan. All had heard of the social and political revolution in that country. Until recently, education was considered of little importance except for the officials. A bureau of education has been established, and several foreign teachers, mostly Americans, have been employed. The language of Japan was too poor—too short—to use for higher steps. Five or six hundred persons were sent abroad to study, and some returned with the belief that without education at home their civilization can not be improved.

This not being fully appreciated, the embassy recently here was sent out. It was very difficult to send these high officials abroad, and during their absence very little is doing in Japan. The schools of that country are mainly for the high officials, but the members of the embassy were convinced of the necessity of education for all, both male and female. The commissioner of education, a member of the embassy, had told the speaker that he had become convinced of the necessity of teaching the English language. The mayor of Yedo, now in Boston, told him he was very anxious to have the millions of people in his city lifted up as much as possible; that the teaching of English is a step toward it. His belief was that education must be undertaken first, in preference to railroads and other accompaniments of an advanced civilization. Many schools for both sexes have been established in Japan, but owing to the want of teachers they are unable to do as much as they would like to do. They are obliged to take the foreigners residing there, tradesmen, and even sailors; and they do not make a good impression on the Japanese. He had advised the establishment of a good number of normal schools to train teachers. He hoped to receive suggestions in the matter from prominent educators in this country. If Japan fails in this, all Asia will lose, as Japan is the gate to Asia. He predicted that when public schools are generally established in Japan, the English language will become the prevailing language of the country, and the native language would in time only be preserved as a curiosity.

The president thanked Mr. Mori for the honor conferred on the association by his presence, and assured him of the deep interest felt by the educators of this country in the great educational movement in Japan.

William Gaston, the mayor of Boston, Rev. R. C. Waterston, D. D., Dr. Francis H. Underwood, A. Bronson Alcott, Henry Barnard, Mr. Mori, the Japanese minister, and Edward Shippen, of Philadelphia, were chosen honorary members.

RESOLUTIONS ADOPTED.

Resolutions were adopted approving of the bill now pending in Congress for the appropriation of the proceeds of the sales of public lands to educational purposes; congratulating the country on the great usefulness of the National Bureau of Education, and recommending to Congress the furnishing of increased facilities for the publication of circulars of information and the issue of a much larger edition of the annual report for distribution among the teachers and school officers of the country; recommending to boards of education and teachers the adoption of measures looking to the introduction of art instruction into all schools; recommending the introduction of instruction in the elements of physical science; and urging the establishment of normal schools, teachers' institutes, and other instrumentalities for the special preparation of teachers.

The president made a brief closing address, and then introduced Hon. B. G. Northrop, the president-elect, who accepted the position in a few well-chosen words. He announced that the next meeting of the association would be held in Elmira, New York. After singing the doxology, the association adjourned.

ELEMENTARY DEPARTMENT.

The first session opened at 2.30 o'clock, Tuesday, August 6. The exercises were introduced by a few appropriate and happy remarks by the president, Miss D. A. Lathrop, of Cincinnati.

N. A. Calkins, assistant superintendent of schools of New York City, read an able paper on "Object-teaching." He contrasted the methods of instruction in the kindergarten school with the system of the ordinary primary schools, and urged that primary instruction should be in harmony with the nature of the child. The true office of object-teaching is to prepare for the study of text-books, by observation and oral instruction.

DISCUSSION.

Zalmon Richards, Washington, District of Columbia, thought that a thorough reform was needed in our system of primary instruction, and that object-teaching should become a principle instead of a conviction. He was convinced that we are radically wrong in our whole system of primary instruction, in our school-rooms, our play-rooms, and our books.

The discussion was continued by A. Bronson Alcott, of Concord, Massachusetts, who expressed himself in full sympathy with the advanced educational movements of the day.

Professor M. A. Newell, principal of the State normal school, Baltimore, Maryland, read a paper on "English grammar in elementary schools." He said that among modern writers of distinction not one in a hundred ever studied English grammar as such. We learn to sing by singing, and to draw by drawing, and in the same way we must be taught to speak and write correctly by speaking and writing. He thought that text-books in grammar should be abolished in all grades below the high school.

Mr. W. C. Crosby, superintendent of schools of Davenport, Iowa, who opened the discussion, believed that theory and practice must go hand in hand. He thought that Professor Newell would have many disciples but very few followers.

The subject was discussed by other speakers, after which the session closed.

Wednesday's session was opened by a paper on "The adaptation of Froebel's educational ideas to American institutions," by W. N. Hailmann, editor of the *Schulzeitung*, Louisville, Kentucky. He thought that the United States offered the greatest field for the system of education invented by Froebel. He proposed the appointment of a committee of true-hearted, clear-headed people from all parts of the land to examine this system and consider what is needed to adapt it to the wants of our schools, and report at the next meeting of the department. In closing he offered a resolution to that effect, which was adopted, and a committee of seven appointed to carry out its provisions.

Dr. Adolph Douai, of Newark, New Jersey, spoke in commendation of the kindergarten system. Miss Elizabeth Peabody, of Boston, thought Froebel's peculiarity to be, that he prepares the child to learn. She gave an interesting account of the gradual development of a child's perception, illustrating the method by means of some of the appliances used in the system.

After a short recess, Mr. Ambrose P. Kelsey, principal of the high school in Clinton, New York, read a paper on "School architecture and furniture," speaking principally of the school buildings of small towns. He treated of their size, internal arrangements, external appearance, location, grounds, &c., and gave many excellent suggestions respecting the heating, ventilation, and other accessories of the school-room.

On Thursday afternoon, Mr. C. O. Thompson, principal of Worcester Free Institute of Industrial Science, read a paper on "Physical science in elementary schools." He advocated the teaching of the elements of the physical sciences in common schools, giving the preference to natural history. He would make room for such instruction by abolishing the study of grammar, substituting therefor the teaching of language orally.

The subject was discussed by I. N. Carlton, principal of the State normal school of Connecticut, and C. M. Woodward, dean of the polytechnic department of Washington University, Saint Louis, Missouri.

A paper, by Dr. F. H. Underwood, of Boston, on "English literature in popular education," was next read.

The following officers were elected: President, N. A. Calkins, New York; vice-president, Miss H. N. Morris, New York; secretary, Miss Augusta M. Manly, Cincinnati.

NORMAL DEPARTMENT.

The first session opened on Tuesday afternoon, at 2.30 o'clock. The president, C. C. Rounds, of Maine, made a brief and appropriate address.

Mr. J. C. Greenough, principal of the State normal school of Rhode Island, read a paper on "What is the proper work of the normal school?" The paper was discussed by A. G. Boyden, of the Bridgewater normal school, Massachusetts, and Dr. M. R. Leveson, of New York.

General S. C. Armstrong, of the Hampton Normal Institute, Virginia, read a paper on "Normal work among the freedmen." He urged that the great demand for colored teachers in the South should be met by normal schools, supported by the charity of the North.

Miss Emma C. Brackett, of New York, recently of Saint Louis, read a paper on "The American normal school," which, she urged, should give to its pupils the garnered treasure of the past, and send them forth with the ability to dispense it. It should also give its pupils, though sparingly, special methods and rules for doing this work. There should be a uniform system of normal training, so far as principles are concerned.

The exercises of Wednesday afternoon were opened by a discussion of the papers by Mr. Greenough and Miss Brackett. Mr. Williams, of Vermont, believed that the true work of the normal school was to teach methods, not subjects. George P. Beard, of Missouri, said that subjects and methods should be taught together, and that the recitations should be topical in form. E. H. Cook, of Pennsylvania, thought that the principles, the science, of education should be taught as well as methods. Charles H. Verrill, of Pennsylvania, said that normal pupils should study every subject, with the idea of learning how to teach them. C. F. R. Bellows, of Michigan, did not believe that subjects and methods could be separated in normal schools.

Hon. T. W. Harvey, State commissioner of common schools of Ohio, read an able paper on "Professional training in normal schools." He urged that the course of training in normal schools should be mainly adapted to the wants of those who intend to make teaching a life profession, and that the preparation of temporary teachers should be left to normal institutes, State and county, and to other institutions.

He thought that the wisdom of establishing expensive normal schools to give temporary teachers academic instruction, thus duplicating the work of high schools and academies, may well be doubted.

The paper was discussed by J. H. Hoose, of New York; George P. Beard, of Missouri; Miss Anna C. Brackett, of New York; Mr. Blake, of North Carolina; Wm. H. Phelps, of Minnesota; J. P. Wickersham, of Pennsylvania; and A. Bronson Alcott, of Massachusetts.

Mr. Beard urged that normal institutes must be relied upon for the professional instruction of the great body of teachers. Mr. Wickersham thought that, for many years, there would be two classes of teachers, permanent and temporary, making necessary two classes of normal schools. In one class, chiefly professional work should be done; in the other, there must be academic instruction. Mr. Phelps thought that academic and professional instruction must be combined in the normal schools of the West.

The first exercise on Tuesday afternoon was the reading of a paper on "The relation between matter and method in normal instruction," by George P. Beard, principal State normal school, Warrensburg, Missouri. He said that the teacher must have a knowledge of the subject-matter of instruction as well as of methods, and, hence, matter and method must be combined in normal schools. Method must be taught in

connection with matter. The theory that pupils should come to normal schools with a good education merely to receive professional training, lacks practicability. Normal schools should be more than academies; they should impart a knowledge of the principles and methods of teaching.

Mr. Williams, of Vermont, who opened the discussion, did not see how normal schools were to reach a professional basis by continuing the practice of academic teaching. Mr. Verrill, of Pennsylvania, said that if only professional work was done in normal schools, many of them would have very few pupils. Mr. Greenough, of Rhode Island, thought that the plan of giving professional instruction only did not preclude the attainment of academic knowledge, for in learning how to teach a subject, a pupil's knowledge of it would be increased.

Miss J. H. Stickney, principal of the Boston training school, spoke on "Practice schools; their uses and their relation to normal training." She said that practice should have at least one-third of the attention of the normal pupil. Abstract professional instruction in methods is not enough. Practice schools will enable teachers to acquire much which they can get in no other way. She doubted the wisdom of making the normal class a class for practice.

The following are the officers elected: President, A. L. Boyden, Massachusetts; vice-president, J. Estabrook, Michigan; secretary, M. A. Newell, Maryland.

DEPARTMENT OF SUPERINTENDENCE.

This department held its first session Tuesday afternoon, the president, John Hancock, of Cincinnati, in the chair.

Rev. Henry F. Harrington, superintendent of schools of New Bedford, Massachusetts, read an elaborate paper on "The extent, methods, and value of supervision in a system of schools." He said that wherever schools are defective and poor, the cause, in almost every case, is a want of the right kind of supervision. The value of the supervision of a single mind is no more important in business enterprises than in education. It is impossible for local school committees to supervise schools properly, because they rarely, if ever, are fitted for the work by nature or training, and have not the time which they are willing gratuitously to give to the work. He advocated a system of supervision, comprising a State superintendent, next county superintendents, then town and city school committees or directors—towns and cities being left free to appoint superintendents. He strongly urged the creation of the office of county superintendent, which twenty States had done, and had no excuse to offer for Massachusetts' neglect of this agency.

The discussion was opened by Superintendent W. T. Harris, of Saint Louis, who spoke of the advantages of the system of supervision in Saint Louis. He was followed by Superintendent J. P. Wickersham, of Pennsylvania; Superintendent J. L. Pickard, of Chicago; Secretary Joseph White, of Massachusetts; and others, all of whom urged the value of supervision. Mr. White did not believe that county supervision would work well in Massachusetts. The entire civil system of the State is based on the town, and not on the county.

On Wednesday afternoon, W. T. Harris, superintendent of the schools of Saint Louis, read an able paper on "The early withdrawal of pupils from school—its causes and remedies."

The discussion was opened by A. P. Stone, principal of the high school, Portland, Maine, who was followed by Superintendent John Hancock, of Cincinnati; Superintendent W. E. Crosby, of Davenport, Iowa; Superintendent E. A. Hubbard, of Springfield, Massachusetts; and Superintendent H. F. Harrington, of New Bedford, Massachusetts; all of whom dissented from one or both of the remedies recommended in the paper, viz, the admission of pupils at four years of age, and the frequent transfer of pupils. Mr. Seaver, of Iowa, and Rev. Mr. Stone, of Providence, supported Mr. Harris's views.

The exercises of Thursday afternoon were opened by the reading of an excellent paper on "Public education in the South," by Hon. Joseph Hodgson, State superintendent of public instruction, Alabama. He spoke of the condition of the South with respect to territory and capabilities, claiming that, for natural advantages and possibility of development, it was one of the most favored regions of the earth. Unfortunately, however, the ignorance of the common people there was general and lamentably great. The condition was even worse among the whites than among the colored population, for the former were actually growing more and more illiterate. Of the voters of that section upward of 1,120,000 were unable to read or write. He was in favor of the idea of compulsory education, believing that if the Government has the right to tax the people to educate the masses, it has an equal right to make those masses receive the benefit of the levy.

At the conclusion of the paper, President Hancock called attention to the very great importance of its statements. Commissioner Eaton and Superintendent Wickersham strongly favored the granting of needed educational aid to the Southern States. Mr.

Blake, of North Carolina, said that the paper expressed the exact condition and great need of the South. Mr. Hubbard, of Iowa, expressed similar views. Dr. Henry Barnard, of Connecticut, desired to see a school system inaugurated in the South similar to the itinerant system of Sweden. President Hancock closed the discussion with a touching tribute to the educators of the South, who are laboring to establish public-school systems.

W. T. Harris, superintendent of the schools of Saint Louis, Missouri, read the report of the committee on "Percentages of school attendance," which was adopted.

The following officers were elected: President, W. T. Harris, Saint Louis; vice-president, J. W. Page, of Maryland; secretary, A. P. Marble, Worcester, Massachusetts.

DEPARTMENT OF HIGHER INSTRUCTION.

The president, Dr. D. A. Wallace, of Monmouth College, Illinois, read a paper on "College degrees," in which he urged that honorary degrees should be based upon attainments as well defined as other degrees. As a remedy for the evils of irregularity in the conditions on which degrees are bestowed, it was suggested that each State should establish a senate of learned men to pass on the qualifications of candidates for degrees, the degree being bestowed by colleges on the certificate of the senate.

President Eliot, of Harvard, saw practical difficulties in the plan proposed, and suggested, as a temporary remedy, the adoption of the German system of adding the name of the college to the letters indicating the degree. The subject was further discussed by Dr. Gregory, of Illinois; Dr. Reed, of Missouri; Professor Stevens, of West Virginia; President Baird, of Maryland; and President Tappan and Mr. Henkle, of Ohio.

The session of Wednesday afternoon was held in the lecture-room of the Institute of Technology.

Professor H. M. Tyler, of Knox College, Illinois, read the report of the committee on "Greek and Latin pronunciation." He recommended that the rules given in Goodwin's Greek Grammar should be substantially followed in the pronunciation of Greek. In Latin the ancient Roman pronunciation was recommended; Professor Lane, of Harvard, being named as the best authority.

The report was briefly discussed. President Baird, of Maryland, approved of the report. Professor Harkness, of Rhode Island, and Professor Crosby, of Massachusetts, strongly advocated the English pronunciation. Professor Bartholomew disapproved of the "continental" method, and favored the ancient pronunciation as recommended in the report. Mr. Henkle had used the continental, but had gone back to the English; he thought the ancient method would save time.

Professor E. C. Pickering, of the Institute of Technology, next gave a lecture on "Laboratory methods of teaching physics." He said that he used the old method of lectures, illustrated by experiments, for preliminary instruction, after which each student studies the science practically, by manipulating the apparatus, or whatever is used, under the direction of the professor. The lecturer illustrated this method in the presence of the audience.

Professor Shaler, of Harvard College, followed with a lecture on "The method of teaching natural history."

On Thursday afternoon, Professor F. A. March, of Lafayette College, Pennsylvania, read an able paper on "The method of teaching English in high schools."

The next exercise was a discussion of the bill now before Congress for the establishment of a national university. It was opened by Dr. J. W. Hoyt, of Wisconsin, who was followed by President Eliot, of Harvard; Superintendent Northrop, of Connecticut; and Professor Stebbins, of Massachusetts.

The subject was referred to a committee, consisting of President Eliot, Dr. Hoyt, and President Lupton, of Alabama, to report next year. Inasmuch as this measure is in the hands of a permanent committee appointed by the general association, the propriety of this action by the department of higher instruction was questioned.

The following are the officers elected:

President, D. A. Wallace, of Illinois; vice-president, J. D. Runkle, of Massachusetts; secretary, W. D. Henkle, of Ohio.

THE RECEPTION AT FANEUIL HALL.

A fine reception, tendered to the association by the city government, took place on Thursday evening, at Faneuil Hall. A splendid and superabundant collation was served at an early hour.

The divine blessing was invoked by President Chadbourne, of Williams College. After nearly an hour had been spent at the tables, Rev. Dr. Waterston called the assembly to order, and, with a few remarks, introduced Hon. A. H. Rice, who spoke in behalf of the city of Boston. Speeches were also made by Hon. B. G. Northrop, of Connecti-

cut; Hon. Joseph White, of Massachusetts; President E. E. White, of Ohio; Hon. John Eaton, jr., national commissioner; Hon. J. P. Wickersham, of Pennsylvania; Hon. John Swett, of California; Hon. Joseph Hodgson, of Alabama; and Superintendent W. T. Harris, of Saint Louis.

The occasion was a fitting close to the exercises of the three previous days.

The attendance at this meeting was very satisfactory, but would have been much larger, had not the principal railroads, for some unexplained reason, failed to extend the usual courtesies in the reduction of fares.

THE AMERICAN INSTITUTE OF INSTRUCTION.

The forty-third annual meeting of this institute was held at Lewiston, Maine, on the 13th, 14th, and 15th of August. The indefatigable efforts of the president, Abner J. Phipps, Ph. D., of Massachusetts, to make this meeting an interesting and profitable one, were crowned with success.

At the first session, on Tuesday evening, which was held in the grammar-school hall, Rev. F. F. Ford offered prayer. The secretary read the minutes of the last annual meeting, held at Fitchburgh, Massachusetts, July, 1871. Hon. M. T. Ludden, in the absence of Mayor Cowan, made the address of welcome. President Phipps responded briefly, and Hon. J. L. Pickard, superintendent of schools of Chicago, as a substitute for Hon. James G. Blaine, gave the chief address of the occasion. His theme was "The hindrance to making the work of teaching a profession."

On Wednesday the institute occupied Lyceum Hall at each of its three sessions. The attendance of educators was very good for a rainy day. Rev. E. N. Haynes, of Lewiston, offered the morning prayer.

Walter Smith, esq., late of England, now of Boston, Massachusetts, State director of art education in Massachusetts, read an admirable paper on "Drawing in our public schools." A pleasant discussion followed, Mr. Smith being called upon to answer several questions from the floor.

An admirable paper on "Music in schools" was then presented by J. Baxter Upham, M. D., chairman of the committee on music of the Boston school board. Dr. Upham sketched the history of the study of music in our public schools, especially in the schools of Boston, where in 1839 the study was first regularly introduced by the school board. Mr. Luther W. Mason, teacher of music in the primary schools of Boston, with a class of little ones from the Lewiston schools, illustrated his method of teaching.

Francis H. Underwood, esq., and Rev. Dr. Bartol, of Boston, occupied the afternoon in discoursing, the former upon "English literature," and the latter on "Industrial education."

The evening address was on the "Influence of education upon labor," by Hon. J. W. Patterson, United States Senator from New Hampshire.

On Tuesday the weather was exceedingly unpleasant, and the attendance consequently small. The morning session was opened with prayer by Rev. J. S. Burgess, of Lewiston.

Officers for the next year were elected, as follows: President, M. C. Stebbins, of Springfield, Massachusetts; forty-two vice-presidents; secretary, W. Eaton, Charlestown, Massachusetts; assistant secretary, Alfred Bunker, of Boston, Massachusetts; treasurer, George A. Walton, Westfield, Massachusetts; and twelve counselors.

Resolutions of respect to the members of the association deceased the past year were adopted. These are the Rev. Charles Brooks, of Medford, Massachusetts; Rev. Cyrus A. Crane, D. D., of East Greenwich, Rhode Island; William Seaver, of Northborough, Massachusetts; Albert A. Gamwell, of Providence, Rhode Island; and Dr. Lowell Mason, of Orange, New Jersey. Addresses were made by Rev. Charles Hammond, of Monson, Massachusetts, and Professor Green, of Providence, on Dr. Mason. Mr. Lyon, of Providence, paid a tribute to the memory of the late Mr. Gamwell. Mr. T. W. Valentine, of Brooklyn, New York, paid the same tribute to the memory of Mr. Seaver, of whom he spoke as one of the earliest members of the institute, who had labored with the pioneers in the promotion of its objects.

At 10.15 a. m. the association listened to a paper, by Nathaniel T. Allen, of West Newton, Massachusetts, on "Public instruction in Germany."

Professor Pickering, of the Massachusetts Institute of Technology, gave a brief address on the "Laboratory method in physics." He advocated tin and pine as the materials for apparatus, and the system of giving the pupils the handling of experiments.

At 2 p. m. the institute re-assembled, and listened to a paper by Hon. E. E. White, of Columbus, Ohio, on "The two systems of education." He urged that the first and highest function of school training is the development and culture of all man's powers and faculties in due harmony and equipoise. The subordinate function is to impart a knowledge of those things practically useful for guidance. The first aim is discipline; second, knowledge. The study that meets both tests is of assured value.

At 4 p. m. the newly-elected president, Mr. Stebbins, was introduced to the institute,

and thanked the members for the honor. After singing the doxology, the institute adjourned.

The next annual session will be held at such place as the directors may decide.

NATIONAL BAPTIST EDUCATIONAL CONVENTION.

The second National Baptist Educational Convention was held in the First Baptist Church of Philadelphia, May 28, 29, and 30, 1872, there being in attendance about 140 delegates from twenty States and two Territories.

Hon. Francis Wayland, Connecticut, was elected president, who, on taking the chair, expressed his hearty sympathy with the object of the convention, viz, the consideration of the best methods by which the denomination might be lifted to a higher plane of Christian education.

The secretary, Dr. S. S. Cutting, read a communication from the American Baptist Educational Commission, surrendering to the National Baptist Educational Convention the care of the educational work in which it has been engaged.

An address of welcome was made by Rev. George Dana Boardman, D. D., which was followed by the opening address by Rev. B. Sears, D. D., LL.D., on "Institutions of learning established by Christian denominations, considered with reference to present and probable systems of public instruction," which was discussed under the following heads: Religious education in the family, the church, and the Sabbath school; elementary education in the public schools; higher education in the academy, the scientific school, the college, and the professional school; and general education acquired in business, in society, and by general reading.

On Tuesday afternoon, President Kendall Brooks, D. D., of Kalamazoo College, read a paper on the question, "How, and to what extent, may colleges, established for the education of young men, and adjusted to that end, be made, by the teaching which they offer, and by their apparatus of instruction, to serve, without damage to that original purpose, in the education of young women?"

This was followed by a discussion of the paper, by Dr. Broadus, of South Carolina; Dr. Bliss, of Pennsylvania; President Burleson, of Waco University, Texas; and President Brooks.

Rev. A. C. Kendrick, D. D., LL.D., of the Rochester University, read a paper on "The methods and uses of classical studies." The paper was discussed by Professor J. L. Lincoln, of Brown University; Dr. Bliss, and Dr. T. G. Jones.

This was followed by a paper, prepared by Rev. S. S. Cutting, on "The organization of the educational work of the Baptist denomination." The paper was discussed by Dr. J. Wheaton Smith, Mr. Shepardson, Dr. Turnbull, President Hovey, Dr. Murdock, and Rev. Mr. Cushman.

Rev. R. C. Mills, D. D., read a paper on "Hinderances to the increase of the ministers of the gospel," which was discussed at length. Professor George D. B. Pepper, D. D., read a paper on "What is a theological education?" Professor N. L. Andrews, of Madison University, spoke on "The moral elements of a teacher's art." Professor H. H. Harris introduced a paper on "Methods and limits of beneficial aid."

The committee on "Organization of the educational work of the Baptist denomination" reported a constitution as the basis of a national society, the discussion of which was postponed until evening, when, after the reading of a paper on "The relative claims of our institutions of learning on the public benefactions of our churches," it was opened by President Bailey, of California, and continued by Professor Greene, Dr. J. A. Smith, Dr. Turnbull, and others, and recommitted. Being subsequently reported back with modifications, it was discussed at length and laid on the table, and then it was voted to proceed to form a national educational association, to be known as "The American Baptist Educational Commission," which adopted a constitution.

Among the incidents of the convention was an excursion to Crozier Theological Seminary at Chester, and a breakfast in Fairmount Park, on Friday. A train of cars being specially provided for the purpose, the members of the convention, and many guests invited, left the city for the park at about 9 o'clock a. m. The breakfast was spread in a tasteful pavilion. Hon. Francis Wayland, president of the convention, presided. After the repast several speakers were called upon to respond to sentiments, among whom were the host, W. R. Bucknell, esq., W. E. Littleton, esq., Rev. J. W. Smith, D. D., Father Gavazzi, Rev. Lemuel Moss, D. D., Rev. S. S. Cutting, D. D., Rev. Alexander Reed, D. D., George H. Stuart, esq., and others. Considering the character of the persons present, the beauty of the day, the elegance of the repast, and the excellence of the addresses, the "Bucknell breakfast" was a most delightful incident of this otherwise memorable occasion.

GERMAN-AMERICAN TEACHERS' UNION.

The third annual meeting of this union was held in Hoboken, New Jersey, July 31, and was welcomed by Mr. C. Rübssamen, who, as the president of the local committee

of arrangements, tendered the accommodations connected with the Stevens Institute of Technology for the general meetings and those of the sections. W. N. Hailmann was elected president, and other officers were duly chosen. The afternoon was spent in visiting the Stevens Institute of Technology, founded by the late Edwin A. Stevens.

At the first general meeting of the union, a paper prepared by the central committee on the question "How can the developing method be introduced into the English normal and public schools?" was read by Mr. P. Stahl.

The president, Mr. W. Hailmann, L. Hotse, and Dr. A. Douai, were appointed delegates to attend the National Teachers' Association in Boston, in August, with a statement that the members of the Hoboken convention desire to join their efforts with those of the National Teachers' Association in the cause of educational reform.

A paper was read by Mr. L. Klemm on "What separates the German from the American schools, and what connects the two?" This was followed by a paper upon "The relation of the public and the German-American school to the German nationality within the United States," which was discussed by Messrs. Feldner, Moeller, Deghee, Oesmann, Klemm, Dr. Douai, and others; and the following resolution was adopted: "That the German-American school should be as much as possible perfected so as to serve as a model to the public school."

The last paper was a report from the central committee on the question "How can the German language be successfully introduced into the public schools?"

A letter was received from the "committee on invitations" of the Pennsylvania State Teachers' Association, inviting this convention to a participation in their meeting; and Mr. Schoedler, of Pennsylvania, was appointed to represent the union there.

On invitation of Hon. Mr. Harris, superintendent of schools, Saint Louis, the union voted to hold its next annual meeting in that city, from the 28th to the 31st of July, 1873.

EDUCATION OF THE DEAF AND DUMB.

GENERAL STATISTICS.

According to the census of 1870, the whole number of deaf and dumb in the United States was 16,205. Teachers of the deaf and dumb believe that these figures are far too low, this belief being based upon the fact that they individually know of many deaf-mutes whose names do not appear upon the rolls of the census. The information thus obtained from private sources is, of course, too vague and fragmentary to admit of any conclusive criticism of the census, or of trustworthy estimates as to what the returns ought to be; but it certainly shows that numerous errors do exist. It is supposed that the omissions are chiefly due to the difficulty of determining, with regard to very young children whether they are deaf or not; the unwillingness of parents to acknowledge the affliction of their children; the doubt in the minds of census-takers and parents, with many cases of semi-mutes, whether these ought or ought not to be included among the deaf and dumb—as for purposes of education they undoubtedly ought—unless formed into a class by themselves; and the neglect of the census-takers, in some instances, to make their inquiries sufficiently full and explicit. The whole number of the deaf and dumb in the United States is variously estimated at from 20,000 to 25,000; but it can not be determined at present with any approach to accuracy.

STATISTICS OF EDUCATION.

The census of 1870, as was stated in the last report of the Commissioner of Education, contains very full and valuable statistics of illiteracy in the United States. It is much to be regretted that the inquiries upon this subject were not extended to the deaf and dumb, and tables prepared showing, as accurately as might be, the proportion of the uneducated among this class. In the absence of such information no definite conclusions can be reached with regard to the whole body of deaf-mutes. With respect, however, to such of them as are now of a suitable age to be in school, the statistics gathered from the institutions for the deaf and dumb afford a basis for an approximate estimate.

The number of deaf-mutes between the ages of 5 and 20, in 1870, according to the census, was 7,562. As the proper school age is comprised within these limits, and the length of time requisite for the acquisition of an average common-school education by a deaf-mute is from seven to eight years, one-half of these, or 3,781, ought to have been in school when the census was taken. The number actually in school in 1870, according to a carefully prepared table published in the American Annals of the Deaf and Dumb, for January, 1871, was 3,784. As many as 9 per cent. of these must have been in school the day the census was taken. If, then, we could believe the census to be correct, we should be able to congratulate the United States that nearly all the deaf and dumb of the country of suitable age were under instruction.

But, unhappily, the inquiries made by the officers of several of our institutions show that, notwithstanding the generous provision made for the education of the deaf and dumb, in all the States of the Union, except Florida, a large number of this class are not receiving its benefits. Mr. G. O. Fay, superintendent of the Ohio institutions says in his last report, that he has definite information concerning 182 deaf-mutes in the State, between the ages of 10 and 20, who are not, and never have been, at school. Mr. J. L. Noyes, superintendent of the Minnesota institution, publishes a similar list of 76 deaf-mutes, in that State, between the ages of 8 and 25. The commissioners of the Kentucky institution say that scarcely more than half the deaf and dumb of their State who are of suitable age are in the institution. In Pennsylvania, the proportion is still less. Of the 65 counties in the State, 21, including some of the largest and most populous, are not represented, in either the State institution at Philadelphia, or the school at Pittsburgh. There are three counties, with an aggregate population of 150,000, that do not furnish a single pupil.

It is true that some of these cases, especially the last-named, are extreme instances, but they are, probably, not without parallels in the Western and Southern States. While there are no data sufficiently full and accurate to enable us to make a close estimate, there is good reason to believe that from 25 to 40 per cent. of the deaf and dumb of the United States who ought to be in school are growing up in ignorance.

HOW SHALL THE UNEDUCATED DEAF AND DUMB BE REACHED?

When we consider how fully and liberally the means of education for the deaf and dumb are provided in this country, it seems strange that there should be so many who

are deprived of it. Various causes have been assigned for this. Some parents and guardians are ignorant of the existence of institutions for the deaf and dumb; others, illiterate themselves, have no idea of the value of education; others, from misguided affection, are unwilling to part with their children; others are so selfish as to keep them at home for the sake of the rude manual labor which they are able to perform.

The manner in which these painful cases are to be reached has been a subject of earnest thought and frequent discussion in our profession. It is generally agreed that much can be accomplished by means of circulars addressed to postmasters, tax-collectors, clergymen, teachers, and others; by interesting the country newspapers in the undertaking, and especially by canvassing the State with a few pupils and giving public exhibitions. In proportion as such measures as these have been taken in the several States, the ratio of the uneducated deaf and dumb has been made appreciably less. But when every thing has been done in this direction that is possible, there still remain some parents and guardians who will not allow their children to go to school. Is there no remedy for these cases?

COMPULSORY EDUCATION.

Compulsory education for the deaf and dumb, long advocated in Germany, was first proposed in this country, so far as the writer is aware, by Mr. J. L. Noyes, at the convention of instructors of the deaf and dumb held at Indianapolis, Indiana, in 1870. An interesting discussion followed the reading of Mr. Noyes's paper on this subject, but his views seemed to meet with little acceptance, the usual objections to State interference being urged with additional force from the fact that, in the case of the deaf and dumb, it would be necessary in most instances to remove the children from their homes in order to have them educated. Since the convention, however, the idea of compulsory education has been growing in favor; it was advocated by several principals of institutions in their last reports, and at a conference of principals held at Flint, Michigan, during the present year, resolutions were passed recommending its adoption.

Whatever considerations of humanity to the individual, and of self preservation for the community, may be urged in favor of compulsory education in general, apply with peculiar force to the circumstances of the deaf and dumb. Lack of education in their case is fraught with results vastly more disastrous both to themselves and others than in the case of those who can hear and speak. Deplorable as is the condition of the hearing person when deprived of the training of schools and the knowledge of books, it is far superior to that of the uneducated deaf-mute. Unhappy, and even dangerous, as is the state of the community in which there are many illiterate persons, it is not exposed to the same dangers as a community whose deaf-mutes are allowed to grow up in ignorance. For the hearing person, though wholly shut out from schools and utterly ignorant of books, has a continual means of education in his daily intercourse with his fellow-man; he may be illiterate, but he can not remain uneducated. Even in the lowest state of ignorance, provided this stops short of idiocy, he knows the difference between right and wrong, and is justly held responsible before the law for his acts.

But the uneducated deaf-mute, though endowed with a mind and soul capable of the highest development, is left in a condition of intellectual and moral darkness. While he gives evident proof of the possession of faculties that place him far above the idiot and the brute, and is able under favorable circumstances to develop a language by which he can communicate with his friends upon a limited range of subjects, he is incapable of receiving any such clear understanding of moral truths, of his own rights and the rights of others, as to render him properly responsible for his actions.

The condition of the uneducated deaf-mute, and his moral and legal responsibility, are admirably treated in a paper by Isaac Lewis Peet, LL. D., principal of the New York institution, entitled "The psychical status and criminal responsibility of the totally uneducated deaf and dumb," published in the journal of Psychological Medicine for January, 1872, and in the *Annals for the Deaf and Dumb* for April, 1872.

DANGER TO SOCIETY FROM UNEDUCATED DEAF-MUTES.

The cases in which crimes have been committed by uneducated deaf-mutes, both in this country and in Europe, are not few; and while the usage of the courts has varied somewhat, and unfortunately no statutes have been enacted with special reference to such cases, the general precedent goes to establish the principle, which must seem reasonable to all who are familiar with this class of persons, that uneducated deaf-mutes can not justly be held accountable to the laws.

In this view of the case, does not society owe it to itself, for its own protection, as well as to the deaf-mute for his welfare, to provide that when parents or guardians, through ignorance or selfishness, refuse to allow their deaf-mute children to receive the education freely offered by the State, the law shall interfere, and compel them to send the children to school?

THE GROWTH OF THE INSTITUTIONS.

While we lament that the blessings of education do not reach all the deaf-mutes of the country, the growth of the institutions affords gratifying evidence that the proportion, as well as the number of those who do receive its benefits, is constantly increasing. In 1863 there were 22 schools for the deaf and dumb in the United States, with an aggregate of 2,012 pupils; there are now 36 schools, and the number of pupils under instruction in 1871 was 4,068, an increase of more than 100 per cent. in eight years. During the present year, there have been 4,253 pupils in the 36 institutions from which returns have been received.

CONFERENCE OF PRINCIPALS.

A conference of principals of American institutions for the deaf and dumb was held at Flint, Michigan, in August last. Though the attendance was small, the discussions were spirited and profitable, and the proceedings, when published, will be of value to the profession and others interested in the education of the deaf and dumb. The principal topics discussed by the conference were the classification of pupils; institution registers and records; education of the deaf and dumb and the blind in the same institution; instruction in articulation; compulsory education; congregate dormitories; recreations; hygiene; discipline; best order of daily exercises; best mode of collecting statistics, &c.

One interesting feature of the conference was an exposition by Mr. A. Graham Bell of his father's ingenious and valuable method of "visible speech," which has been applied with successful results in the instruction of the deaf and dumb in articulation. The proceedings of the conference are to be published in connection with the next report of the Michigan institution.

EDWARD A. FAY.

EDUCATION OF THE BLIND.

It is pleasant to note that there is a growing interest throughout the United States in the education of the blind, and a better knowledge of their conditions and wants.

At first thought, blindness seems to be the sorest bodily evil to which man is subject, and no other one so readily calls forth human sympathy with the sufferer. This sympathy, however, has, thus far, acted blindly, and therefore has failed to give the relief which it sought to bring, because applied unwisely.

The privation of the pleasures which come through sight is not the chief cause of the hardship of blindness. Men can bear that and be happy; indeed, all men have to bear it half of every day.

Individual independence is one of the essentials for human happiness; and the only secure basis of that is the ability to work. Man is created an industrious animal. Work of some sort is essential to his welfare; and light is given to him by which to work. But all the industries of the world are conducted upon the idea of the prevalence of light, and of the ability of the workmen to see. The blind, lacking this ability, are thrown out of the industrial and productive classes, and fall into the dependent class. In all ages and in all countries people have regarded them as necessarily paupers and dependents. This dependence is the bitter drop in their cup of life. They are, however, in some respects, the least unfortunate of all dependent classes, because their very appearance challenges sympathy. Men perceive the fearful infirmity at a glance. They feel that it cuts off the sufferer from the usual modes of activity and of enjoyment, and suppose that it leaves him no means of happiness.

Hence it is that the blind have probably had less of positive suffering from cold, nakedness, and hunger than other dependent classes. Neither the deaf-mutes, nor the lunatics, nor the idiots, nor the halt, nor the cripple, excite so much compassion, nor receive such ready aid, as do the blind. Their infirmity seems the sum of all infirmities, and men, not knowing how else to relieve it, give alms. Their readiness to give encourages the habit of asking, and the blind beggar is the favored of all beggars. He holds his lucrative place by the church-doors, and at the street-corners, after all other beggars are banished from the streets of cities by the police.

Previous to the present century the principal special establishments for the blind were, for the most part, eleemosynary in their nature and demoralizing in their tendencies. A brief notice of the two principal asylums will illustrate the evil effects which follow the indulgence of the tender feelings of compassion toward the blind without careful consideration of their real wants, and without insisting that they shall be constantly occupied at some wholesome work, and recompensed according to their industry and their deserts.

History says that in the thirteenth century Louis IX retreated from his foolish crusade, leaving behind many knights and gentlemen prisoners in the hands of the Moslems. He afterward ransomed three hundred of them, but only after the barbarians had put out their eyes. Instead of pensioning them, and letting them take care of themselves, he established what was intended as a monument of pious benevolence, the hospital called the *Quinze Vingt* (Fifteen Scores) for the three hundred blind men. Like many other establishments which, like evil weeds, get root in a community, this one was perpetuated after the exigency that called for it had ceased to exist. As the blind crusaders died off, other blind soldiers took their places. As no strict discipline was enforced, and no steady occupation required, the usual demoralization followed upon the aggregation of great numbers of men in an abnormal condition of body.

The establishment was not well enough endowed to prevent the necessity of begging. Charity-boxes were set up at the church-doors, and the inmates were allowed to parade about in bands, making wretched music, braying, and demanding alms. These blind and sturdy beggars seem to have got complete mastery of the establishment, and to have laid hands upon the contents of the charity-boxes, for we find them refusing to accept the rule proposed by the chancellor, which was as follows:

Ordered, That a deputation of said brethren shall, on Sundays and feast-days, visit all the chapels and churches, and seek alms, but without crying aloud or braying, as some have done, and that what they gather shall be put into the common purse, and not appropriated to their private benefit, as has been the case."

The establishment seems now to have degenerated into a center of demoralization to the inmates, and a nuisance to the public, for we find the poet Rutebœuf crying out in vexation of spirit, "I don't know why the King should have gathered into one great house three hundred blind men, who are allowed to go about the streets of Paris in bands, braying the livelong day. As they have no leaders, they go butting up against each other, and against other folks, and so bruising themselves." "Would that fire might strike the house, and the establishment be consumed, so that we might construct another on a better scale."

An old book, called "The Cries of Paris," mentions the blind beggars going about and shouting for bread:

A pain crier, mettent grant peina,
E li avugle, à haute alaine,
Du pain à cels de champs porri,
Dout moult sovent, sachiez, mò ri.

The author of the Persian Letters speaks of visiting the establishment in the eighteenth century and finding the blind men "gaily roistering at unknown games and playing cards." And we ourselves can testify that in the middle of the nineteenth century the same thing was to be seen. The great establishment at Naples was in an even worse condition.

The point of interest and of instruction for us, in the history of these and other large establishments, is that some of the sources of demoralization seem to grow necessarily out of the unwise practice of segregating adult blind people from the community, and congregating them together in one great establishment for permanent residence.

During this century, organized efforts have been made to aid the blind in several European nations, and generally under better auspices than before.

We shall notice briefly those of Great Britain as being most cognate to those of our own country. In that country, as in others, the blind were generally driven to begging as their only means of living; blindness and beggary were synonymous; and among most people the idea of a blind person even now instantly suggests the idea of a beggar.

Early in this century, organized efforts were made in Great Britain for the relief of this unfortunate class. They were based upon the idea that the class must necessarily remain dependent upon the higher classes, and at the foot of the social scale. The best that occurred as possible to be done for them, was to train them to some handicraft, by the exercise of which they could gain a livelihood in part. Societies were organized for the purpose of supplying employment to the trained workmen; paying the rent of workshops and sales-rooms, and selling their wares without commission. At the same time a little secular knowledge and a great deal of religious instruction were imparted.

There are 19 institutions of this kind, (a sort of training-school,) containing in all nearly 1,000 inmates. These establishments differ from those of the United States mainly in the fact that mental education is but little attended to in comparison with mechanical training. There the blind man accepts the situation, and proposes to work with his hands for a partial livelihood, depending upon some society or friends for the rest; here he means to do something better, and to work at his trade only in the last necessity.

There are in Great Britain 16 establishments, of the nature of the well-known "association for promoting the general welfare of the blind," which support in whole or in part nearly 500 blind persons.

There are 16 associations for aiding the blind by direct charity in the form of pensions; about 2,000 are thus aided. The charity is given conditionally. In most cases the applicant must not be less than fifty years old and must not solicit alms. In some they must be Protestants, in others must be members of the Church of England. In two they must be freemen, or widows of freemen. In some they must be permanent residents of certain parishes.

These establishments are not self-supporting; that is, the sales of the wares do not cover the expenses of the establishment. The defect is made up by annual contributions and legacies. They do not therefore lift the blind out of the dependent class and give them the proud consciousness of being entirely independent; but they help them to help themselves, and this is a noble work.

The best feature in these establishments, and the one which is most instructive to us, is that of supplying work to the blind in their several homes. Preserve to the blind man his home, and you save much of his self-respect; give him means of self-support and you save all of it, and make him happy. You remove from his mental sight that dark prospect of ending his days in an almshouse, which is touchingly sketched by the blind poet when he says:

Dejecting prospect! soon the hopeless hour
May come, perhaps this moment it impends,
Which drives one forth to penury and cold,
Naked, and beat by all the storms of heaven,
Friendless and guideless to explore my way;
Till on cold earth the poor unhallowed head
Reclining, vainly from the ruthless blast
Respite I beg, and in the shock expire.

It will be seen that the main object of these establishments was to train the blind man to such skill in handicraft that, with a little aid in the way of shop-rent, and by sale of his wares without commission, he could compete in certain simple trades with the least skilled who work by sight.

The success of this effort depends greatly upon the condition of the hand-workers,

and differs of course in different countries. Not long since a very large proportion of mechanical work was done by hand, and the blind workman found employment in many of the simpler branches; but the rapid and wonderful contrivances by which fingers of iron do the work of fingers of flesh, make it harder and harder for him to earn the whole loaf. That part eked out to him by the hand of charity has to be increased in size. In Great Britain and in this country mechanical improvements went on, straitening and lessening the field of simple handicraft in which the blind man could work. They contributed to the general welfare, because they merely drove the common workman into other fields which require more skill, while they harmed the blind man because those fields were not open to him. Thus the attempt to lift the blind man out of the pauper class had but partial success. He was still dependent, to a considerable degree, on charity, and felt some of the demoralizing effects of dependence.

The attempt was made in the Northern States of the United States under better auspices. As soon as the claims of blind children to a share of the benefit of common-school learning were urged, it was conceded, not as a matter of charity, but of right. Means were contrived to instruct them to get in special schools or institutions; and these were rapidly multiplied. It was assumed that a cultivated brain would make a more cunning hand, and that even women who wash clothes, and men who braid mats, would do so more skillfully and profitably with mental culture than without it.

The general system adopted in these special institutions is: First. To give to all pupils the same sort of instruction, and to the same degree, as is given in the best public common schools. Secondly. To teach them the elements of vocal and instrumental music. Thirdly. To train them in some sort of simple handicraft, on which they were to depend for a livelihood. But special schools for the blind can no more control or direct the future calling of those who leave than common schools can direct the future calling of their graduates. Both classes become subject to prevailing social influences, and their course in life is affected by them.

Blind children get their mental instruction in the institutions; they there receive valuable moral tendencies, and are launched upon the voyage of life in the right direction. But they come immediately under potent social influences, which complete their education and modify their character. Two of these influences especially affect the blind: First. There is in our community a prevailing spirit of independence, and a desire among the young to strike out in new directions. Secondly. Hand-work is considered less respectable than brain-work. Now the blind, without being a whit more foolish than other people, are not a whit less so. Indeed, they, more than others, are justified in seeking "to shirk work," because, under any circumstances, they do mechanical work at a disadvantage compared with others; and, where competition for livelihood is sharp, they go to the wall. They soon find this out, and they catch the prevailing spirit of society; so that out of a thousand graduates who have learned some handicraft in their several institutions, hardly two-tenths practice them for a living. The most of them resort to various branches of the musical profession, teaching the elements of vocal and instrumental music, playing upon organs, or in choirs, tuning pianos, or trading in musical instruments. It is gratifying to note how many succeed in this way, because music furnishes a field of occupation in which they find positive pleasure, that goes far to compensate them for their sad privation of the common means of enjoyment. Other graduates take petty agencies in trade, and with a guide go about the country peddling a little on their own account. Others, favored by friends, contrive to find employment in some of the establishments in which some hand-work and some head-work are required.

A few work diligently at their trade, and earn an honest and comfortable livelihood. The general condition of the graduates is affected by the prevailing feeling of compassion, which leads people to make an exception in their favor, and to give them aid without requiring that they shall aid themselves as far as is possible. Many of the blind take advantage of this feeling and abuse it sadly. They know that people will endure wretched music, accept inferior service, and buy poor wares, thinking to unite charity with business, and they take advantage thereof.

Upon the whole, however, the general result of the attempts made in the score of institutions to lift the blind out of the pauper class has been very satisfactory. Certainly fewer of them come upon the towns for support than would have done so but for these efforts.

There is doubtless a greater proportion of really self-supporting blind persons in the United States than in any other country, and this is owing mainly to the existence of more than a score of public institutions for their instruction and training. There will be a still greater number when the public comes to act upon the principle that while the blind, as a class, have a right to such advantages at the hand of necessity as will tend to equalize their condition as social workers with that of other men, they have also their duties, to the performance of which they should be strictly held.

The most interesting event of the year in connection with the history of blind institutions, was the convention for three days of superintendents and teachers, held in August, at the Perkins Institution, in Boston.

The presence of representatives from so many State institutions, some of which receive beneficiaries from adjoining States, showed how wide-spread is the interest felt in the education of the blind by the people of the United States, and how ready are the legislative bodies to pay liberally for it. There was a general concurrence of opinion upon the following important matters, although no vote was deemed necessary: That mental and instinctive culture should underlie and form an important part of the course of education and training for all the blind, even those destined to mechanical pursuits. That the methods and processes of instruction in schools, and the various means used in education, should conform as nearly as possible to the most approved ones used with ordinary children and youth. That the multiplication of books in raised print, and the improvement of tangible apparatus of instruction, are of great importance. That uniformity in the type is desirable but not essential.

The table in the latter part of this volume shows the changes that have taken place in the various institutions for the blind in the United States since the table published in this report, January, 1871. In three the superintendents have been changed. The total number of inmates is 1,900 against 2,032 last year. This decrease is only apparent, and comes from the fact that in the returns made last year, four more institutions, which receive both mutes and blind, the mutes were included with the blind. The table as corrected gives the actual number of blind pupils. The total valuation of property has increased from \$3,201,995.02 to \$3,986,678.71. The aggregate of appropriations by the several legislatures was last year \$444,985.64 against \$403,412.46 in the preceding year. The amount of money paid in wages to blind persons was \$35,247.67 against \$26,542.11 in 1870.

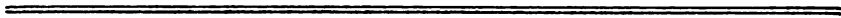
SAML G. HOWE, M. D., LL. D.



ANNUAL REVIEW

OF

EDUCATION IN FOREIGN COUNTRIES.



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ANNUAL REVIEW OF EDUCATION IN FOREIGN COUNTRIES.

EXTENT OF REVIEW AND SOURCES OF INFORMATION.

In this review are given the most important educational events of foreign countries, together with the latest statistics obtainable.

As in the review in the report for 1871, the official reports transmitted to the Bureau of Education have been consulted as far as possible, and in addition the following periodical publications:

"Lübens's Pädagogischer Jahresbericht," (Lübens's Annual Review of Pedagogics,) published annually at Leipsic.

"Wolfram's Allgemeine Chronik des Volksschulwesens," (Wolfram's General Chronicle of Public Instruction,) published annually at Hamburg.

"Allgemeine Schulzeitung," (General School Journal,) published weekly at Darmstadt.

"The Educational Times," published monthly in London.

The general statistics and the *personnel* of educational authorities are all given according to the Almanach de Gotha for 1873.

In some cases the number of inhabitants given at the head of the country (in every instance the very latest information) will differ from that mentioned in the review, the latter being the number given in the last official report received. Even where absolutely no educational information could be obtained up to the time of the closing of this report, the general statistics and the name of the present minister of public instruction (according to the Almanach de Gotha for 1873) have been given for the sake of completeness.

I.—EUROPE.

AUSTRIAN MONARCHY.

(Area, 227,234 square miles. Population, 35,904,435.)

The Austrian monarchy consists of two distinct parts, viz: the empire of Austria and the kingdom of Hungary, each of which has its own administration and parliament, and is only dynastically united with the other.

1.—EMPIRE OF AUSTRIA.

(Constitutional Monarchy. Area, 108,234 square miles. Population, 20,294,980.)

Minister of public instruction, STREMAJR.

REPORT OF MINISTER OF PUBLIC INSTRUCTION.

During last year Mr. Stremayr, minister of public instruction, published his annual report, which treats chiefly of the school legislation since the abolition of the concordat. The report says: "The new school laws have been very favorably received in the cities and by the whole German population, with the exception of that of Tyrol; while they have met with violent opposition from the clergy in many rural districts where clerical influence is all-powerful. There is this difference observable, that the older clergy have always kept their opposition within certain bounds, while the younger clergy have assailed the laws in the most violent manner and the most unmeasured terms."

The minister finally expresses his conviction "that the consistent but dignified execution of the new laws will gradually conciliate the conflicting parties."

EFFECT OF THE NEW SCHOOL-LAW.

That the views of Mr. Stremayr are correct is plainly seen in the fact that, in spite of innumerable difficulties, the new law is gaining ground every day; teachers' socie

ties and conferences are constantly increasing, there is a healthy spirit of emulation visible every where, and, according to present appearances, the days of mere mechanical instruction are numbered. As was to be expected, these measures met with violent opposition from the clergy and the ultramontane party, and the teachers were in many places attacked and hindered in the execution of their duties; but they did not lose courage, for they knew that the school-law would protect them. But this very law was endangered when, in the beginning of the year 1871, the ministry very suddenly resigned, and was replaced by the Hohenwart ministry, in which Jirecek took his seat as minister of public instruction.

JIRECEK MINISTER OF PUBLIC INSTRUCTION.

In the beginning, Jirecek seemed favorable to the progressive educational movement, but soon strong reactionary tendencies began to show themselves. The minister ordered a revision of the school-laws, and requested school councils of the provinces to send in a complete list of all the objections to the new school-laws, and their suggestions for alterations in the same. This measure elicited unbounded applause from the clerical and ultramontane journals. But the Austrian teachers, almost to a man, frankly and openly opposed it. At a large meeting, at which delegates from all the provinces were present, they unanimously passed a resolution "that in the new school-laws we recognize one of the greatest triumphs of modern education; that we desire that they may soon be established on a firm basis, and that alterations are desirable only in regard to regulations concerning corporal punishment and teachers' salaries." The school councils of the provinces of Lower and Upper Austria, Salzburg, Moravia, Silesia, Carinthia, and Styria most emphatically objected to any alterations.

The ultramontane party endeavored to influence the minister by petitions, setting forth that the new school-law, in depriving the clergy of any and every pretext for interference in school matters, engendered an irreligious spirit, and endangered the whole social and political fabric. Jirecek, according to all accounts, received this petition in the most favorable manner, and encouraged the petitioners in their vain hopes. The whole matter gave rise to violent debates in the imperial Parliament. Fux, a member of Parliament, in a vigorous speech, showed that there was the greatest danger of the progress in education and church being paralyzed by federalistic and reactionary tendencies. "Austria," he said, "especially as regards education, is now passing through a very perilous period, compared with that of its northwestern neighbors. It is not the needle-gun, but the power of the intellect, which in our time gives superiority to one nation over another."

STREMAJR AGAIN MINISTER OF PUBLIC INSTRUCTION.

After a most violent struggle, occasioned not merely by the school question, the Hohenwart ministry was compelled to resign in December, 1871, and its place was taken by the Auerperg ministry, in which Stremayr again became minister of public instruction. What may be expected from the new ministry is indicated by the Emperor's speech from the throne, December 13, 1871. Referring to the school question, he says: "The strict carrying out of the new school-law will form one of the most important duties of my reign."

STATISTICS.

Much remains to be done for education, as will be seen from the official school statistics contained in the Austrian statistical year-book. According to this, the percentage of children attending school as to the total number of children of school age is as follows: Lower Austria, 98.4; Upper Austria, 97.1; Carinthia, 84.1; Carniola, 65.3; Trieste, Istria, Görz, and Gradiska, 51.9; Bohemia, 96.4; Silesia, 95.6; Galicia, 29.7; Bukowina, 20.5; Dalmatia, 28.3. In several provinces, especially in Tyrol, there are, as yet, many schools which are only in operation during half the year. Of such schools there are in the Austrian Empire 1,815; Galicia has 296 such; Moravia, 7; Bohemia, 11; Istria, 1; Carniola, 5; Carinthia, 16; Styria, 8. The total number of public elementary schools is 15,054, and the number of children of school age, 2,600,000. In Tyrol there is one school to every 447 inhabitants; in Galicia, one to 2,286; and in Bukowina, one to 3,116. For the sake of comparison, the following facts are mentioned: In Saxony there are on an average 8 elementary schools to every German square mile, (about 18 English square miles,) and in Austria, 3. In Saxony, 95 per cent. of the children of school age attend school, and in Austria only 75 per cent. In Prussia there are 160 well-educated children to every 1,000 of the population, and in Austria only 84. In Galicia, more than one-half of all the towns and villages have no school at all; this province also has 23 per cent. of all the criminals in the empire, 37 per cent. of all the murders, and exactly one-half of all those condemned to death. In 1865, 29 per cent. of the conscripts were without any education whatever. In 1869, the percentage of illiterate recruits was 4 in Lower Austria, 11 in Upper Austria, 32 in Bohemia, 38 in

Silesia, 40 in Salzburg, 44 in Moravia, 50 in Styria. In Tyrol, Carinthia, Carniola, and Dalmatia, the percentage was even higher. According to the last census, there were in the empire of Austria 31,398 priests and clergymen, and 40,503 teachers; consequently there is one priest or clergyman to every 630 of the population, and one teacher to every 490.

JESUIT GYMNASIA.

Many of the Jesuits failed to organize their gymnasia in accordance with the laws of the empire, and it became necessary to make use of more stringent measures to compel compliance with the laws. In some cases it became necessary to take these institutions entirely away from the Jesuits, and turn them over to the state authorities.

REFORM OF THE REAL-SCHOOLS.

The provincial parliament of the provinces of Salzburg, Styria, Carinthia, Tyrol, Vorarlberg, Moravia, Silesia, and Bukowina resolved upon an entire reform of the real-schools. This reform consisted chiefly in making seven classes, opening them to younger children than hitherto, and making instruction in modern languages obligatory in all classes. This reform has already been carried out. Special attention is paid to the study of the English language, and it now forms an obligatory branch in all the real-schools.

AGRICULTURAL SCHOOLS FOR ADULTS, (LANDWIRTSCHAFTLICHE FORTBILDUNGSSCHULEN.)

There are at present in Austria upward of 400 such schools, in most of which agricultural instruction is given by elementary school-teachers, who have attended the annual agricultural courses in Vienna, Graz, &c. It was found impossible for these teachers to acquire a thorough knowledge of agriculture in these courses, and, as a consequence, agriculture has become an obligatory subject of instruction in the teachers' seminaries.

TEACHERS' SALARIES.

Toward the end of the year 1870, the Austrian Parliament passed a law regulating the salaries of teachers in the teachers' seminaries. According to this law, the teachers in the teachers' seminaries at Vienna receive 1,000 florins (1 florin is equal to 50 cents) per annum; in Prague, Lemberg, Brunn, and Trieste, 900 florins, and in all others 800. Every five years the salaries are raised 10 per cent. The salaries of female teachers are only 80 per cent. of that of the males. The General German School Journal very appropriately remarks with regard to the last-mentioned item: "It is strange that the salaries of females should be lower than those of males. Either they do the same amount of work as males, and in that case they ought to have the same salary, or they do less work, and then the school is wronged, which, instead of a good teacher, only has a poor one."

The salaries of teachers in the public elementary schools vary between 700 and 300 florins, with a quinquennial increase of 10 per cent. The teachers of "burgher-schools" (higher elementary schools) receive 800 florins, and the directors of such schools 1,000.

TEACHERS' SOCIETIES.

But a few years ago a teachers' society was a thing utterly unknown in Austria, but since the year 1867 numerous societies have been started all over the country, all of them working in a most praiseworthy manner for the furtherance of educational interests. During 1871 large and well-attended teachers' meetings were held in Linz, (Upper Austria,) Leitmeritz, (Bohemia,) Troppan, (Silesia,) Prerau, (Moravia,) and Laibach, (Carniola.)

PUBLIC DISTINCTIONS CONFERRED ON TEACHERS.

As a characteristic sign of the times, it deserves to be mentioned that during the year 1871 one teacher received the golden cross of merit of the first class, seven the golden cross of merit of the second class, and eight teachers the silver cross of merit of the first class, all for long and faithful services in the cause of education. A few short years ago this would have been impossible in Austria, as the elementary school-teachers were, as a general rule, considered but little better than servants or day-laborers.

MEETING OF THE LIBERAL GERMAN PARTY AT ST. PÖLTEN.

The liberal German party held a large and enthusiastic meeting at St. Pölten, (Lower Austria,) during August, 1871. Although the meeting was of a purely political charac-

ter, it is a significant fact that, after a most lively and interesting discussion, in which a great number of the delegates took part, the following resolutions (of course, not binding resolutions, but, rather, recommendations for the consideration of the ministry of public instruction) were passed: 1. An increase in the salary of public teachers is urgently demanded. 2. Poor communities are to receive aid from the public funds for the building of school-houses. 3. School fees are to be abolished every where. 4. Teachers' societies should be established every where, and it is very desirable also that government officials should join them to make themselves better acquainted with the wants of the schools.

NEED OF TEACHERS.

In Lower Austria alone, about 1,000 teachers are wanting, and in order to supply this want the ministry has shortened the course of studies at the teachers' seminaries by one year, for the classes of 1871, '72, and '73. In Upper Austria there are about 800 teachers wanting, and in Galicia there is need of several thousand. Among the older teachers there is quite a number between 70 and 80 years of age.

RELIGIOUS EXERCISES IN SCHOOLS.

The municipal council of Vienna ordered the following religious observances for all Catholic children attending the public schools: 1. A short prayer before and after school. 2. Mass once a week. 3. Confession and communion once a year, at Easter. 4. Attendance at the religious services held on the Emperor's birth-day. The bishop of St. Pölten, on the other hand, demanded that the children in the public schools should attend mass every day, should partake of the communion five times a year, and attend quite a number of religious services on various festal days. It has been calculated that in this manner each child would participate in 372 religious exercises during the year. The bishop's request was not granted.

EDUCATION IN VIENNA.

Organization of the Vienna school council.—This council consists of three divisions, viz one for matters of organization, jurisdiction, and personal matters; one for pedagogical, didactic, and scientific matters; and one for administration and economical matters. Every ward in the city has its own school council. In each of these councils one teacher must have a seat.

Want of teachers.—In October last there were still 80 teachers' places vacant.

The study fund.—Since the year 1789 there has existed in Vienna a so-called "study fund," now amounting to 131,820 florins. The interest of this fund is used for enabling poor but talented young men to prepare themselves for the teacher's profession.

The Vienna ladies' society for the industrial education of women, which has property to the amount of 14,820 florins, intends to establish a real-gymnasium (classical and industrial school combined) for ladies. The female business college supported by this society is in a very flourishing condition; the commercial course numbers 72 pupils, the French 140, the English 74, the drawing course 21, and the sewing course 458. Many of the former pupils of this institution have become clerks in the various business houses, and some of them earn as much as 45 florins per month, (a very considerable sum for such a class to receive in Vienna.)

Statistics of Vienna schools.—The 82 public schools of Vienna are almost all overcrowded, and the same can be said of the real-schools and the real-gymnasias, the technical and industrial schools, and the private schools, many scholars coming from all parts of Austria, Hungary, Croatia, and even from Roumania and Servia. There are in Vienna 19 societies for supplying poor children with clothes, text-books, &c.

Society of Children's Friends.—This very active society has more than 800 members. During the last year the society presented a memorial to the ministry, urging detailed legislation with regard to school hygiene. The ministry has willingly entered upon all the proposals contained in the memorial, and has sent detailed orders concerning school hygiene to the provincial councils. The society hopes that at the Vienna Exposition of 1873 they will be able to exhibit a collection of objects for the education of infants, poor children, orphans, &c.

School finances.—The sum appropriated for school purposes in the city of Vienna during the year 1871 amounted to 906,950 florins, viz: for gymnasia and real-schools, 212,980; and for elementary schools, 793,970. The appropriation in 1870 was 17 per cent. more than in 1869, and in 1871, 38 per cent. higher than 1870. Since the abolition of school fees, the school budget has increased from 84,000 to 1,100,000 florins. There is a fund for the widows and orphans of Protestant teachers, amounting to 70,000 florins, and constantly increasing. A widow receives from 420 to 500 florins pension, and orphans below 18 years 105 to 210. Each member on joining the society pays 100 florins, and 6 florins of an annual contribution.

LOWER AUSTRIA.

Private munificence.—Dr. Emil Hardt has donated 10,000 florins for founding two stipends, enabling two talented boys to attend some superior school in the city of Krems. Franz Ritter von Wertheim donated 20,000 florins to his native city for the erection of a new and convenient school-house.

BOHEMIA.

The new school organization.—The new school-laws have been introduced every where. Bohemia (with the exception of Prague) is now divided into 94 school districts, each of which has its own school-district fund for paying teachers' salaries, &c. Seventy districts furnished the necessary money without any opposition; in 11 districts the military had to be called out to enforce the new order of things. The new school-law, which frees the public schools entirely from the control of the clergy, has, of course, met with violent opposition on their part. Thus a Catholic conference was held in April, 1871, in Prague, presided over by Count Schönborn, and attended by a large number of the old aristocracy, the clergy, and members of Catholic political societies, which passed many strongly reactionary resolutions.

School statistics.—Bohemia has 3,766 public elementary schools, (total population, 5,140,544,) viz: 55 of the first class, (teachers' salary 600 florins;) 558 of the second class, (salary 500 florins;) 2,260 of the third class, (salary 400 florins;) and 893 of the fourth class, (salary 300 florins.) The average salary of a Bohemian teacher therefore amounts to 390 florins. As a curious fact, it deserves to be mentioned that, in 1871, among 394 jurymen in the city of Prague there were 32 teachers, which would, but a few years ago, have been impossible.

Teachers' societies.—There are in Bohemia two bitterly opposed nationalities, the Czechs and the Germans. Their mutual hostility does not show itself least on the field of education, each possessing its own teachers' societies, working frequently more for national politics than for educational purposes.

Corporal punishment.—Article 24 of the new school-law forbids all corporal punishments in public schools. Various teachers' societies passed resolutions granting the humane intentions of this article, but considered its execution impossible, at least as long as the schools are so overcrowded, and domestic education so entirely neglected.

UPPER AUSTRIA.

Fourth meeting of the General Austrian Teachers' Union.—In spite of the most violent protest of Bishop Rudiger, this union held its meeting at Linz in August, 1871, and was attended by about 1,400 teachers. All the discussions and the resolutions passed showed the liberal sentiment pervading the assembly, and their determination to oppose clerical control.

MORAVIA.

Statistics.—Moravia, with a population of 2,017,274, has 1,878 public elementary schools, with 258,240 scholars. Of these schools 595 are purely German, with 96,098 scholars; 46 schools are mixed, (German and Bohemian,) and 1,237 are purely Bohemian. The proportion of Bohemians to Germans is as 37.2 to 100.

Teachers' seminaries.—There are two teachers' seminaries in Moravia, one in Brunn for Bohemian, and one in Olmütz for German teachers. The Germans of the province intend to establish another seminary and normal school for Germans at Brunn. It is hoped that these seminaries will in a few years supply the great want of teachers.

School-finances.—The Moravian parliament last year appropriated the sum of 379,582 florins for educational purposes. The teachers are very poorly paid, and have often to wait a long time for their salaries. The pensions are also miserably low. The Olmütz Gazette, on very good authority, communicates that a teacher, 91 years of age, a resident of the village of Moskele, who has faithfully served as teacher for 58 years, now receives a pension of 9½ krentzers per day, (about 2 cents,) and is therefore obliged to go round begging for alms, in order to save himself and his wife, 79 years old, from starvation.

STYRIA.

Hostility of the clergy to the new school-law.—In Graz, the capital of Styria, the most violent agitation was kept up by the clerical party to hinder the teachers in the execution of their duties, and throw all kinds of difficulties in their way. Both parties held meetings, and the feeling was in many instances imbittered to such a degree that very violent scenes, and even bloodshed, ensued.

Collections and donations for educational purposes.—In Styria, the plan of the so-called "school penny" collections is very favorably received, and even poor people contribute

their mite. This money is applied to the clothing of poor children, and supplying poor schools with apparatus and text-books. In the city of Steyer a manufacturer of arms donated 2,000 florins for the Steyer infant asylum, 1,000 for the children's hospital, and 1,000 for the education of neglected children.

CARINTHIA.

Abolition of school-fees.—The educational committee of the Carinthian provincial parliament unanimously decreed the total abolition of school-fees, as utterly at variance with the principle of compulsory education.

Teachers' club.—At Klagenfurt, the capital of Carinthia, a teachers' club, the "Casino," has been started, where social and scientific meetings are held every week; twenty domestic and foreign educational journals are taken by the club regularly.

TYROL.

Clerical agitations.—In Tyrol the clerical agitation against the new school-law has reached a very high degree of violence. In the village of St. Peter, women raised a regular revolt, and one of these viragoes severely wounded a school-inspector with a club. Her punishment consisted in two months' imprisonment. The liberals, though fewer in numbers, presented an unbroken phalanx, and persons well acquainted with Tyrol say that a reactionary movement in school matters is absolutely impossible.

Want of competent teachers.—There is great want of competent teachers, chiefly on account of the miserable salary. It is asserted on good authority that in the valley of Ulten a man was employed as teacher who had for years traveled round the country as a rope-dancer and minstrel. The salary of this worthy, for the period of about six months, amounted to 10 florins.

SALZBURG.

Lowering of the school-age.—The Salzburg provincial parliament has lowered the school age from 8 to 6 years.

Petition for the re-opening of the Salzburg university.—The Salzburg municipal council has petitioned the Emperor to re-open the Salzburg university, which, founded in 1623, has been closed for quite a number of years.

GALICIA.

Statistics.—There are in Galicia 1,961 elementary schools, 81 of the higher elementary schools, 54 girls' schools, and 7 convent schools. Besides these, there are 427 so-called "parochial schools," many of which are only nominally in existence. Of 380,530 children of school-age only 169,917 (43 per cent.) attend school. In many parts of this province there are no schools whatever. In Galicia there is one school to every 2,286 inhabitants. Of 100 conscripts only 5 could write, and of 4,998 criminals, 4,666 could neither read nor write.

Secondary and superior instruction.—In Lemberg, the capital of the province, there are three gymnasia: a Polish one, a German, and a Ruthenian. The provincial parliament in October last resolved to transform the German gymnasia in Lemberg and Brody into Polish ones. Since 1870 the Polish language has been introduced as the only language of instruction in the university of Cracow. The conflict between the German and Polish nationalities is very bitter, and so far the Poles have been victorious.

2.—HUNGARY.

(Constitutional Monarchy—Kingdom. Area, 119,000 square miles. Population, 15,509,455.)

Minister of public instruction, Dr. TH. PAULER.

REPORT OF EÖTVÖS, LATE MINISTER OF PUBLIC INSTRUCTION.

Baron Joseph Eötvös, one of the noblest and most patriotic characters in modern Hungarian history, and for several years minister of public instruction, died in the beginning of 1871. His death was sincerely mourned throughout the whole of Hungary. A monument is to be erected in his honor in the city of Pesth, and the Hungarian teachers, whose best friend Eötvös was, have contributed a considerable sum for this purpose. From Eötvös's last report we gather the following facts; this report embraced 11,903 communities in Hungary and Transylvania. Of 2,284,741 children of school-age, only 1,152,115 attended school, and of this number about one-half only during the winter months. Two hundred thousand children had no text-books what

ever. The school-houses were in a deplorable condition; 1,712 communities were without school-houses, and in many places 150 or 200 children were crowded together in narrow, damp, and filthy rooms. The teachers are in many cases utterly incompetent: thus, there were in one single district 17 teachers who could not write. Hungary and Transylvania, together, have only 13,798 schools. Under these circumstances, it is not at all astonishing that of the children who have finished their schooling, 15.24 per cent in Transylvania, and 16 per cent. in Hungary, are unable to read and write. The standard of education is somewhat higher in the German and the Protestant Hungarian communities, but very low among the Slavonians, Ruthenians, and Roumanians, and wherever the Roman Catholic or Greek Church prevails. If one were to count 80 children to one teacher, Hungary ought to have 28,000 teachers, while it has only 17,700, many of whom are very ignorant. The number of government schools has increased from 479 to 658. Thirty-nine courses of instruction for elementary school teachers were held during the year. Two years ago 1,000 teachers participated in these courses; one year ago, 1,500; and last year, 4,200. The sum of 116,000 florins was expended for new school-houses.

ACTION OF DR. PAULER, THE NEW MINISTER OF PUBLIC INSTRUCTION.

Dr. Th. Pauler, soon after his appointment, delivered a speech at Buda, in which he promised a thorough reform of the educational system, embracing complete religious liberty and government supervision for all schools. Soon after he appointed three elementary school teachers as school inspectors. It is the intention of the minister to create a council of instruction, which is to devote its whole attention to public education, propose new laws and regulations, to pass an opinion on all educational questions, new methods and systems, text-books, rules for examinations, establishment of new schools, &c., and to assist the minister generally by their counsel. This council of instruction is to be composed of 26 members, appointed by the minister, and is to have four subdivisions, viz, for university, secondary, primary, and technical education. It is to have its seat at Pesth. There is no doubt that these measures will be carried out very shortly.

EDUCATION OF TEACHERS.

During the last three years the Hungarian government has expended 75,000 florins for raising the standard of education among the teachers, by enabling some of them to take a journey, and make themselves acquainted with the system of instruction in other provinces and foreign countries, and to study at certain foreign seminaries. In 1868 5 students of teachers' seminaries were thus sent out, in 1869, 24, and in 1870, 25, with an annual stipend of 1,000 florins each. In 1869, 36 teachers received a traveling stipend of 300 florins each. Twenty new seminaries are to be established, and those gentlemen who have returned from such educational journeys will be appointed professors. The reason that, in spite of all these efforts, there are several thousand teachers wanting, is simply the insufficient salary, varying between 200 and 300 florins. Unless the salaries are raised no improvement in this respect can be looked for.

EDUCATION OF ADULTS.

During last winter no less than 84,000 adults were instructed in reading and writing. The instruction was mostly given by the elementary school teachers in the evenings and on Sunday afternoons. The eagerness to learn was perfectly astonishing, and, in many places, old peasants, who had wives and children at home, and had to get up early to follow their daily avocation, sat in the village school till midnight. In one village some thoughtless persons ridiculed the idea of old people going to school. When the oldest inhabitant, a worthy peasant, 76 years old, heard of this, he got himself a slate, with the inscription "76 years old," and with this slate slung over his back marched to school every Sunday afternoon. Soon all the other peasants followed his example, and became attentive scholars. From a great many places votes of thanks for this institution have been sent to the minister of public instruction.

RECENT EDUCATIONAL STATISTICS AND FACTS.

No full statistics of the whole of Hungary have lately been published; only some of the districts have published such. Thus, in the district of Bacs-Bodrogh, of 89,766 children of school age only 56,616 attended school; 36 per cent., therefore, received no instruction. According to religious divisions, 37 per cent. of the Roman Catholic children were without instruction; 55 per cent. of the Greek Oriental Church, 12 of the Lutheran, 21 per cent. of the Reformed, 23 of the Greek Catholic Church, and 8 per cent. of the Jews. According to national divisions, 39 per cent. of the Hungarian children received no instruction, 14 per cent. of the German, 55 per cent. of the Servian, (66

per cent. of the Bunyevacs, 25 per cent. of the Slovacks, and 23 per cent. of the Rnsnyacks. The causes for this must be sought for in the past, for recently the greatest interest in education is shown in this district, and during one year (1871) more new schools were established than during the twenty years previous. Thus, in the city of Theresopol, (population 56,269,) 16 new schools were established, in Zafita 13, and in Baja 8. The smallest country schools are now well furnished with apparatus, maps, and text-books. It can not be denied, however, that in some villages reactionary tendencies prevailed, chiefly encouraged by the clergy. Thus, in the village of Robrbach the women attacked the school-house and drove the new teacher out, belaboring him with clubs and ropes. The cause of this proceeding was that, in their opinion, the new teacher was too liberal and irreligious in his views. The district judge, with five policemen, in vain endeavored to reinstate the teacher, for the women who held the school-house put him and his assistants to flight. It was finally found necessary to send a company of cavalry to the village to protect the teacher in the exercise of his functions.

TEACHERS' CONFERENCE.

The fifth teachers' conference of Southern Hungary was, on the 22d August, held in Temesvar. Among the subjects discussed there were: 1. The organization of girls' schools and the better education of women; 2. School hygiene; 3. The relation between the parents and the school.

EDUCATIONAL INTELLIGENCE IN NEWSPAPERS.

The most widely circulated newspaper, the *Posti Naplo*, has adopted a means for awakening greater interest in educational matters which deserves to be imitated. In its Sunday edition it has a regular educational column, giving the most recent educational intelligence, statistics, and essays on educational subjects.

EDUCATIONAL MUSEUM.

The "Society for the furtherance of education" in the city of Pesth has resolved to establish an educational museum, containing models, apparatus, and all the different aids to education. The public takes a lively interest in this project; money has already been collected, and the government has promised its hearty co-operation.

EDUCATION IN THE CITY OF PESTH.

Pesth, the capital of Hungary, with a population of 201,911, annually expends 660,264 florins for educational purposes. The school income (from fees and voluntary contributions) amounts to 213,569 florins, and the remainder is paid from the city treasury. Of this sum, 9,200 florins were expended for drawing-schools and educational apparatus, 4,000 for gymnastic apparatus, and 141,500 for new school-houses.

TRANSYLVANIA.

First Transylvania teachers' conference.—Among the subjects discussed at the first meeting of this conference in August, 1871, the following were of special interest: Absolute separation of church and state; the social position of teachers; the education of women; the means of awakening a healthy patriotic sentiment among our youth; the use of the Bible in religious instruction; gymnastics; the insufficiency of teachers' salaries.

Course of instruction for elementary school-teachers.—As yet Transylvania possesses no teachers' seminary. To supply this want, a course of instruction for teachers was held in Klausenburg, attended by 83 Hungarian and 87 Roumanian teachers. Among them there were many whose annual salary was 5 florins and 30 quarts of corn!

CROATIA.

Educational publications.—The Croatia teachers show great activity. Since 1859 they have had their own journal, the "Napredak." In 1868 another journal appeared, called the "Skolski Prijatelj." Besides these, there are two other Croatian educational journals published outside of Croatia, viz: the "Skola," at Belgrad, Servia, and the "Srbskanarodna-Skola," at Buda, Hungary. In 1870 the Croatian teachers formed a society for the reproduction of standard educational works in the Croatian language. The first volume, containing the "Didactics" of Komensky, has appeared.

Teachers' conference.—The Croatian teachers' conference at Agram was well attended. Among the subjects discussed, we mention the organization of the elementary schools; privileges and duties of teachers; education of teachers; the proper education of women, one of the greatest demands of our time; means for furthering national patriotic sentiment; agricultural instruction; educational publications, &c., &c.

MILITARY FRONTIER.

Teachers.—The position of teachers has been regulated by a new law, which, among the rest, demands a certificate of competency issued by the president of a teachers' seminary, as a condition for all applicants for teachers' places. Vacancies are published in the official journals of the province, and the appointment is made by the provincial authorities. The salaries of the teachers vary between 300 and 200 florins, besides lodging and fuel. After having served 40 years, a teacher can retire and receive a pension equal to his full salary; in case of sickness he may retire sooner, but receives a smaller pension. Teachers' widows also receive a pension if their late husband had served for 10 years. There are two pension funds toward which every teacher is obliged to contribute.

Teachers' conference.—The first teachers' conference was held in September, 1871. It was well attended, and all subjects pertaining to the furtherance of education thoroughly discussed.

BELGIUM.

(Constitutional Monarchy—Kingdom. Area, 11,313 square miles. Population, 5,021,336.)

Minister of public instruction, THE MINISTER OF THE INTERIOR.

GENERAL REMARKS.

The conflict between the liberal and the clerical parties in the chambers is still raging with great bitterness on both sides, and, in spite of the great exertions made by the government, public education does not advance as desired by its friends.

PARLIAMENTARY DISCUSSIONS.

The discussions in the Belgian Parliament at Brussels on the educational question became very violent, but there was a want of thoroughness displayed on both sides, the lay and the clerical. A report says: "Some consider the Jesuits and nuns as the best educators, while others strongly object to the growing generation being delivered into the hands of the enemies of religious and political liberty, who use their position as educators to further their political schemes. Many again endeavor to interpret the existing laws in accordance with their own individual wishes, and to influence the schools and the teachers, as well as the educational authorities, by their own personal views. Of true appreciation of the irreconcilable and absolute differences between clerical and liberal education, but little is found in the discussions of Parliament."

POSITION OF TEACHERS.

The Belgian government has taken a lively interest in the teachers, and endeavors to ameliorate their position by presenting to Parliament the draught of a new law, according to which the provincial pension funds of teachers are to be united into one common fund, and the contributions are to be raised considerably, while the number of years entitling to a pension is to be lessened. The ministry of the interior, at the same time, recommended strongly an increase in the salaries. Much good is expected from the new ministry that entered upon its functions toward the end of 1871. This ministry is composed entirely of Roman Catholics, but, at the same time, men of well-known liberal principles. Its president is the venerable Count de Then, one of the veterans of Belgium's political independence, and, since 1831, a member of the chamber of representatives. Delcour, the new minister of the interior, was professor at the University of Louvain.

BELGIAN TEACHERS' SOCIETY.

This society held its session on the 25th and 26th of September, 1871. The following subjects were discussed: 1. What are the results of the adult schools recently introduced into Belgium? 2. Which is the best system for these schools? 3. In how far are these schools to divide their subjects between the day and evening schools? 4. The prize essays of the day and evening schools. 5. The order of rank of the Belgian elementary teachers.

This teachers' society has two divisions, a Flemish and a French, and has branch societies in all parts of Belgium.

FLEMISH LANGUAGE.

Hitherto French maintained a supremacy in Belgium as the language of instruction, but a strong party is endeavoring to gain a more prominent position for the Flemish language. Their aim is to have more hours of instruction in Flemish, and to make it an obligatory study, while hitherto it has only been optional. It is likewise demanded to make acquaintance with this language a condition for public offices and for professorships in superior and professional schools.

LUXEMBURG TEACHERS' SOCIETY.

The province of Luxemburg occupies a semi-independent position, and has its own teachers' society, which held its meeting on the 27th September, 1871. The most important subjects of instruction were: 1. The French language in the elementary schools. 2. The classification of schools according to the salaries of teachers. 3. The irregular payment of salaries. The meeting resolved to retain French as a subject of instruction in the elementary schools, but either to limit its extent or to confine it to the fourth year at school.

APPOINTMENT AND DISMISSAL OF TEACHERS IN LUXEMBURG.

In the province of Luxemburg, teachers are appointed by the town authorities, who regulate their appointments according to certificates given by the school inspector of the province. But the dismissal of teachers is likewise in the hands of these same authorities, which often leads to the most unjust and arbitrary measures. The Luxemburg educational journal, the Progress, says in regard to this: "The villagers as a general rule consider the teachers as no better than a day-laborer, who at the end of the year can be dismissed without receiving any special reason. Thus every autumn a peculiar and lamentable spectacle is witnessed. Like the birds of passage, which then seek a more genial clime, every autumn a large number of our teachers are seen wandering from village to village, to seek their scanty livelihood for another year in some more promising place. Thus there were 95 changes last year among a total number of teachers of 637, and the year before 127 changes among 628 teachers. And what causes do frequently determine such a change? In some villages it has actually happened that a prominent member of the town-council, whose daughter was in love with the young teacher, contrary to the will and wishes of her parents, for this reason advocated the dismissal of a worthy and efficient man. In other places the teacher was dismissed because he did not visit the taverns and cultivate the acquaintance of the worthy frequenters of these places, whose influence was strong in the town. In a great many cases the reasons for dismissal are still more frivolous, and the poor teacher does not get to know them. It is to be hoped that such mediæval institutions may soon entirely disappear."

OFFICIAL REPORT ON PRIMARY SCHOOLS.

Through the kindness of the Belgian legation at Washington, the official report on primary schools for the triennial period 1867, 1868, 1869 has been received. It is published at Brussels in 1871. All the Belgian educational reports are published triennially, in three separate volumes, viz: Primary, secondary, and superior education. Neither of the two latter being at hand, only the leading statistics of primary instruction for the period 1867-'69 can here be given.

SUMMARY OF PUBLIC AND PRIVATE SCHOOLS.

On the 31st December, 1869, the total number of schools under inspection, and the entirely free private schools, including the boarding-schools, was 5,641. The number of communal schools has, since 1866, increased by 219, and that of the entirely free boarding-schools by 15; on the other hand, the number of subsidized schools (*écoles adoptées*) has diminished by 56, that of the private schools by 2, that of the boarding-schools under inspection by 3, and that of the entirely free day-schools by 162. The total number of schools exclusively for girls, including boarding-schools, has increased by 149; there are now, 1,854, of which 1,156 are under government inspection.

COMMUNAL SCHOOLS.

The total number of communal schools is 3,730, of which 1,169 are for boys, 765 for girls, and 1,796 for both sexes. Compared with the statistics of 1866, there has been an increase of 118 schools for boys, 144 for girls, and a diminution of 43 in the schools for both sexes. The total increase therefore is 219.

PRIMARY SCHOOLS OF A HIGHER GRADE FOR GIRLS.

Of this class of schools there are twelve, viz: 9 communal schools, 2 private schools under inspection, and 1 entirely free private school.

PRIVATE SUBSIDIZED SCHOOLS.

The number of private subsidized schools (*écoles adoptées*) is 508, viz: 28 for boys, 349 for girls, and 131 for both sexes; 56 have become extinct since 1866.

PRIVATE SCHOOLS UNDER INSPECTION; ENTIRELY PRIVATE FREE SCHOOLS.

The number of private schools under inspection is 22, that of entirely free private schools 1,114, and that of primary boarding-schools 267, of which 36 are under government inspection.

COURSE OF INSTRUCTION IN PRIMARY SCHOOLS.

The following subjects are taught in all the primary schools: Religion, morals, reading, writing, legal system of weights and measures, elements of arithmetic, and rudiments of grammar. Besides these subjects, many schools included others in their course of instruction, viz: 1,426, some other language; 3,930, elements of history; 3,961, geography; 2,262, linear drawing; 568, book-keeping; 410, elements of surveying; 436, elements of natural sciences; 593, horticulture; 654, elements of the constitution; 1,878, vocal music; and 684, gymnastics.

INFANT SCHOOLS.

The infant schools, left hitherto entirely to the support and management of the different communities and private individuals, have developed but slowly. On the 31st December, 1869, the number of infant schools was 609, of which number 119 were communal schools, 235 were private schools under inspection, and 255 were entirely free private schools. On the 31st of December, 1866, their number was 564, viz: 106 of the first grade, 186 of the second, and 272 of the third. The whole increase therefore is 45. The number of teachers is 944, viz: 16 males and 928 females. There were 60,570 infants attending these schools, of whom 43,133 were received free of charge. The increase in the number of pupils since 1866 is 9,699. The central government in 1869 paid a sum of 50,131 francs, and the provincial authorities 19,018, making a total of 69,149 francs. Since the end of 1866, the total sum paid to these schools was 205,386 francs 50 centimes, viz: 66,933 francs 50 centimes by the provincial authorities, and 138,453 francs by the central government.

SCHOOLS FOR ADULTS.

These schools are nearly all established by different communities, by manufacturing corporations, and private individuals. At the end of the year 1867 the number of schools for adults was 866, increased by 214 during the year 1868, and by 623 during the year 1869, making a total of 1,703 such schools at the end of the year 1869. In most of them, the elementary branches, reading, writing, and arithmetic, as well as some history, geography, and elements of natural sciences, are taught, and the results in nearly all the provinces are exceedingly encouraging.

CHARITABLE WORKSHOPS AND TRADE-SCHOOLS.

These institutions leave much to be desired, both in the point of hygiene and instruction. The number of these establishments has decreased by 87 since 1866, and their number is now 514, attended by 26,183 pupils, viz: 1,310 boys and 25,873 girls. Of this number 20,750 are less than 15 years of age.

SCHOOLS UNDER THE DEPARTMENT OF JUSTICE.

The total number of these schools is 94, with 207 teachers and 6,564 pupils.

STATISTICS OF ILLITERACY.

The official report embraces statistics of the illiteracy of militia-men, as follows:

Character of education.	Years.		
	1867.	1868.	1869.
Militia-men unable to read and write.....	10,369	10,255	10,943
Militia-men able to read only.....	1,960	2,300	2,628
Militia-men able to read and write.....	13,248	13,186	13,811
Militia-men having a better education.....	14,005	14,919	16,337
Militia-men whose standard of education could not be ascertained.....	574	574	463
Total of militia-men on rolls.....	40,156	41,234	44,179
Percentage of militia-men unable to read and write.....	25.8	24.8	24.8

450 REPORT OF THE COMMISSIONER OF EDUCATION.

The number of illiterate militia-men is continually decreasing; thus, in 1864 the percentage of illiterates was 29.6, in 1865 it was 29.4, in 1866, 24.8, and in 1869 again 24.8; so that since 1864 the percentage has decreased by 5 per cent.

GENERAL STATISTICS OF PRIMARY SCHOOLS.

In the following table the statistics of primary schools are given according to provinces; the population of the provinces is of course that of 1869. These statistics embrace the primary schools of all kinds—public, private, private subsidized, and entirely free:

Province.	No. of townships.	Population.	No. of primary schools of all kinds.	No. of teachers, male and female.	No. of scholars, boys and girls.	Total expenditures for primary schools by the central government, the provincial and commercial authorities.
Antwerp.....	150	485, 883	446	925	57, 689	<i>France.</i> 267, 280
Brabant.....	339	862, 982	809	1, 317	99, 316	478, 350
West Flanders.....	250	660, 029	665	1, 401	66, 906	198, 066
East Flanders.....	294	829, 387	734	1, 508	91, 327	534, 577
Hainaut.....	434	884, 319	1, 057	1, 609	112, 328	620, 268
Liege.....	334	584, 718	638	1, 089	66, 760	609, 891
Limburg.....	205	198, 727	263	380	24, 344	85, 350
Luxemburg.....	205	204, 326	492	563	33, 990	225, 479
Namur.....	349	310, 965	537	642	40, 519	285, 205
Total.....	2, 560	5, 021, 336	5, 641	9, 528	593, 379	3, 378, 497

NORMAL SCHOOLS.

There are three kinds of normal schools in Belgium, viz: government normal schools, 2; normal courses, (*sections normales primaires*,) 5; and normal schools not supported by the government, (*écoles normales agréées*,) 7; making the total number of normal schools 14. The students in all these normal schools number 1,192, viz: 286 in the state normal schools, 335 in the normal courses, and 571 in the normal schools not supported by the government.

DENMARK.

(Constitutional Monarchy—Kingdom. Area, 14,553 square miles, exclusive of Iceland and the colonies. Population, 1,784,741, exclusive of Iceland and the colonies.)

Minister of public instruction, C. C. HALL. •

SECONDARY INSTRUCTION.

After lengthy disputes between the government and the Parliament, (*Rigsdag*,) a final solution of the vexed question of secondary instruction was arrived at. The government has yielded and has placed the "realia" (natural science, modern languages, &c.) in so far on an equal footing with the ancient languages as that in the four lower classes scholars are, according to the career they wish to pursue, exempt from certain branches of instruction, and have others substituted; while in the two upper classes the whole instruction is divided into two co-ordinate divisions, viz: one the philological and historical, and the other the mathematical and natural science division. Latin, Greek, and natural philosophy are now taught in the first division, and mathematics in the second. Old Norse, Danish, French, and history are taught in common in both divisions. Scholars who have satisfactorily passed the final examination can enter the university without undergoing any entrance examination, as was formerly required. Those scholars who have passed the philological and historical examination can, after having passed the philosophical examination at the university, become candidates for the so-called "Faculty examination," i. e., the examination which gives them a certificate for practice as physician, lawyer, &c.

FARMERS' HIGH SCHOOLS.

During the last year the government appropriated 14,000 Danish rigsdalers (1 rigsdaler is equal to 50 cents) for these schools, which were to be distributed in shares varying from 2,000 to 75 rigsdalera.

EDUCATION IN ICELAND.

In Iceland, where every person can read and write, public instruction has an almost patriarchal character. Public schools, in the proper sense of the word, there are none. The head of a family instructs his children and servants, and every year the pastor comes twice to examine the progress they have made. He also continues the education received at the parental home, and thus it is no rare case to find farmers well versed in natural sciences and even in foreign languages. In Iceland, knowledge is considered the best and most valuable property a man can possess, and the long and gloomy winter evenings are in most of the farm-houses spent in reading the best authors of all nations and ages.

The clergymen, who are much loved and respected by their parishioners, receive their education at the only college of the island, at Reykjavik, (formerly in Bessaastadir.) This institution contains a college and a theological seminary, and the number of students is about 40. Talented boys are frequently prepared by some clergyman for the ministerial career, and wealthy people send their children to the University of Copenhagen. The Danish government favors this, and frequently bestows the best offices on persons educated in Denmark.

STATISTICS.

There is no later educational census than that of 1867, and as no Danish educational statistics have been published hitherto, we give the following table, which, by its comparison with the census of 1857, will prove interesting:

Statistics of elementary education in Denmark, 1857 and 1867.*

Ammønis, (subdivisions.)	School population.		No. attending the public schools.		Instructed in some other way.		Total under instruction.		Number of public schools.		Number of teachers.	
	1857.	1867.	1857.	1867.	1857.	1867.	1857.	1867.	1857.	1867.	1857.	1867.
Amt Copenhagen, (rural districts).....	9,523	12,924	8,322	9,493	1,196	2,049	9,518	11,542	308	115	114	149
Amt Frederiksberg, (rural districts).....	10,167	16,566	9,105	9,633	1,552	7,077	10,657	10,450	119	194	119	137
Amt Høbeek, (rural districts).....	11,390	11,867	10,337	11,067	313	608	10,650	11,675	136	146	149	160
Amt Sorø, (rural districts).....	10,336	10,130	9,295	8,967	578	938	9,873	9,905	133	133	135	142
Amt Præstø, (rural districts).....	11,875	11,964	10,615	11,251	428	516	11,043	11,767	146	129	137	152
Amt Bornholm, (rural districts).....	3,134	3,694	2,868	3,694	82	195	2,950	2,889	30	23	29	37
Amt Maribo, (rural districts).....	10,938	10,917	10,368	10,368	278	432	10,646	10,738	131	133	132	174
Amt Odense, (rural districts).....	11,730	13,069	11,297	12,034	352	749	11,649	12,773	139	149	146	174
Amt Odense, without the Herred of Aarø, (rural districts).....	10,768	12,137	10,132	11,091	216	816	10,368	11,907	153	139	151	165
Amt Odense, Aarø Herred, (rural districts).....	1,643	1,643	1,601	1,601	39	39	1,640	1,640	8	8	.....	20
Total of the islands.....	89,871	97,371	82,379	88,147	3,997	7,154	86,276	95,301	1,043	1,156	1,135	1,340
Amt Hjørring, (rural districts).....	11,037	13,610	10,144	12,570	567	965	10,711	13,475	147	175	150	182
Amt Thisted, (rural districts).....	7,736	8,546	6,792	7,968	170	504	6,872	8,473	135	132	136	141
Amt Aalborg, (rural districts).....	8,592	10,419	7,719	9,434	912	912	8,251	10,346	153	160	153	163
Amt Viborg, (rural districts).....	9,228	11,295	8,692	10,727	414	509	9,016	11,236	105	901	176	187
Amt Randers, (rural districts).....	9,504	12,130	9,982	11,640	317	484	9,599	12,074	102	173	160	187
Amt Aarhus, (rural districts).....	12,258	14,814	11,694	13,865	439	857	12,133	14,732	109	215	196	219
Amt Velle, without North Thystrup Herred, (rural districts).....	9,518	11,660	8,744	10,400	583	1,249	9,327	11,649	137	150	139	173
Amt Velle, North Thystrup Herred, (rural districts).....	1,373	1,373	1,297	1,297	76	76	1,373	1,373	14	14	.....	216
Amt Ringkjøbing, (rural districts).....	8,793	10,770	8,031	9,790	481	1,082	8,502	10,742	919	236	179	180
Amt Ribe, (rural districts).....	6,938	8,227	6,461	7,931	234	348	6,695	8,279	154	139	148	.....
Amt Ribe, former Slesvig districts, (rural districts).....	493	493	469	469	24	24	493	493	.....	10	.....	.....
Amt Ribe, ceded districts, (rural districts).....	1,810	1,810	1,847	1,847	92	92	1,939	1,939	23	.....	29	.....
Total of Jutland.....	85,324	103,390	79,216	96,051	3,229	6,840	83,045	102,891	1,509	1,625	1,456	1,649
Total of the rural districts.....	175,195	200,761	161,495	184,198	7,826	13,994	169,321	198,192	2,522	2,781	2,591	2,988
City of Copenhagen.....	18,204	25,320	6,192	10,034	10,706	13,690	16,898	23,733	17	16	160	211
The other cities and towns.....	25,848	33,636	18,988	23,352	7,423	10,409	25,651	33,761	111	113	431	476
Grand total.....	249,247	295,696	185,675	217,584	25,955	38,102	211,870	255,686	2,650	2,910	3,182	3,675

* From the official publication of the Danish bureau of statistics, 1870.

FRANCE.

(Republic, since September 4, 1870. Area, 201,804 square miles. Population, 36,594,845.)

Minister of public instruction, JULES SIMON.

POLITICAL STATE.

The unsettled state of politics still continues, and naturally does not favor any sound development of public education. The republic having been declared, Thiers, the venerable old statesman, became its president, and a national assembly was elected. In opposition to this assembly the Paris commune rose in sanguinary revolution and repeated the terrible scenes of 1793. Church and school did not escape the fury of the communists. From the church of Sainte Geneviève they took down the cross and put in its place the red flag. They passed a decree separating the church and state, and abolished the portion of the annual budget appropriated for religious purposes. In education they pretended to have a great interest. When a society in Paris made an application to the communist authorities to retain religious instruction in the public schools, and to have the expenses of this instruction defrayed by a special tax, they hypocritically replied that they in principle were favorably disposed toward this application; but about the very same time (April 17, 1871) they closed several schools conducted by religious societies and imprisoned the directors and teachers. In May the commune published the following decree: "Religious instruction will soon have disappeared entirely from the Paris schools. The teachers are requested to remove all crucifixes and other symbols of mental oppression from the school-rooms, and send all those which are of precious metal to the mint."

JULES SIMON ON SCHOOL REFORM.

In the very midst of this most fearful internal struggle, Jules Simon, the minister of public instruction, endeavored to prepare the way for a reform of education of all grades. His views on the subject will best be seen from his letter addressed to one of the maires of Paris:

"SIR: A committee has been appointed to examine into every thing pertaining to elementary instruction in the department of the Seine. This committee will no doubt propose measures to bring to school all the children of Paris and the suburbs, and to give them a solid, manly, and earnest education, such as a republic ought to give them. I desire that this committee should turn their attention to the following important questions: Gratuitous instruction; compulsory education; privileges and duties of women; manner of appointing teachers; teachers' salaries and pensions; course of instruction; gymnastics, which have been hitherto much neglected; means of enabling poor but talented scholars to enter superior or professional schools; regulation of laws regarding the age of children to be employed in factories.

"I have myself used every free moment to prepare a general draught of a new law. Though your committee is only a local one, I have no doubt that it will furnish me with the most valuable suggestions and assistance for the measures which I intend to propose to my colleagues.

"In my capacity of minister, I thank you for the step you have taken; in my capacity of citizen, I congratulate you that, in the moment when Paris is nothing but a large fortified camp, you strongly express your conviction that the sacred interests of education must not be neglected. France can only be saved, the republic can only be firmly established, if, through unceasing exertions, we succeed in restoring the moral and intellectual grandeur of our country. That will be our work, our joy, the aim of our whole life, when this fearful and sanguinary tragedy will have passed away. We shall create a generation inaccessible to fear, enlightened with regard to public and private duties, freed from the old prejudices, which enervate character and obscure reason—a generation which, by its enlightened character, its patriotism, its virtue, has become worthy to put an end to the two great plagues of humanity—privilege and war!"

COLONEL STOFFEL'S STATEMENTS.

What M. Simon hinted at in a mild manner had already been expressed more vigorously by Colonel Stoffel, in his famous reports made to the French ministry of foreign affairs, in his capacity as military attaché of the French embassy at Berlin. He says, among the rest:

"There is no country where perverted and erroneous ideas are more widely spread than France. The chief cause for this must be sought in the manner in which public instruction is conducted. * * * Is the education which French youth have received since the commencement of this century anything else but an enormous lie, which is continued when we have reached the years of manhood, and which only ceases with the end of our existence? * * * But of all the lies the most serious and

stubborn is the education which we receive in our youth; an education which teaches us the exclusive admiration of our own selves, of France; an education which only tends to further develop our national faults, and completely stifles every desire to become more perfect."

VIEWS OF PHILARÈTE CHASLES.

When, on March 8, 1871, Professor Philarète Chasles, of the Collège de France, delivered his famous lecture on "The Prussian race," he ascribed the German victories partly to the precision of the military movements and the excellent army organization, but also, partly, to the superiority of German popular education over the French system.

He praised the wide-spread knowledge of foreign languages and geography in Germany, and bewailed the exceeding neglect with which such knowledge was treated in France, mentioning the interesting fact that, among all the members of the Academy of France, there were only three who could speak English and German. He said that he had considered the cause of France lost at the very beginning of the war; and added, that what had ruined France was the utter incompetency of the nation and its leaders.

His numerous hearers, among whom were the very *élite* of Paris society, greeted his words with the warmest applause.

VIEWS OF GAMBETTA.

On June 26, 1871, Gambetta made a speech at Bordeaux, in which he also referred to the subject of education. He said: "Above every thing else, this radical evil of all the sufferings of France, ignorance, must disappear. This has been, alternately, the source of despotism and demagogism, and the only means to remedy this evil is education. France has allowed herself to be outdone by other nations, which did not possess the natural advantages of the French, but who progressed, while France remained stationary. It is so self-evident as scarcely to require an argument that the inferiority of our national education has brought most of the present misfortunes on us. We have been defeated by enemies who were aided by clear insight, discipline, and science."

STATISTICS OF ILLITERACY.

Like every thing else, statistics, especially statistics of education and illiteracy, have, since the war, been in a somewhat disorganized state. All that can be given are the statistics of criminals during 1871. Of 4,189 criminals, 1,515 could neither read nor write; 1,835 only possessed a very imperfect knowledge of both; 684 could read and write well; and 155 had a superior education.

PRESENT STATE OF EDUCATION IN FRANCE.

A great deal remains to be done for the improvement of public education in France. The teachers in the elementary schools are themselves but very imperfectly prepared for their important calling; their salaries are small, and consequently many of them, after teaching a few years, turn to some more profitable employment. In the elementary schools the mode of instruction is entirely mechanical; attendance is very irregular; aids to instruction and educational apparatus are very scarce, (there are some villages where it is hard to find a book or a newspaper;) seminaries are scarce, and good directors are still scarcer; female education is very backward. Thus, it may well be asked, Whence is a better state of education to come? The secondary and higher schools are not much better, with but few exceptions, such as the Collège de France.

A serious cause of almost all these evils is the lack of school-houses; and where there is a sufficient number of school-houses, the rooms are entirely unsatisfactory. In many places the distances are so great that children can not possibly attend school regularly. It is estimated that to remedy all these evils the sum of 150,000,000 francs would be required.

Even in Paris much remains to be done. During the reign of the late Emperor many millions were spent for beautifying the city, while in this grand metropolis there were 67,000 children who did not receive any proper education, simply from the want of school-houses.

Every one now feels thoroughly convinced that the empire neglected public education in the most shameful manner, and the departmental councils are zealously discussing the best means of producing a better state of affairs. The general council of the department of the Seine unanimously declared in favor of compulsory education; with 48 against 27 votes they declared in favor of entirely free instruction; while only 37 against 41 voted for taking the religious instruction in the public schools out of the hands of the clergy. The prefect presented the departmental budget, showing a surplus of 1,400,000 francs, and urged the establishment of a normal school in the department of the Seine, asking for a preliminary appropriation of 115,000 francs, and means for educating orphans and idiots.

STUDY OF THE GERMAN LANGUAGE.

M. Jules Simon urgently recommended the rectors of the French universities to introduce as much as possible the study of the German language into all the lycœums of the republic. He said, in connection with this recommendation, "If the rising generation is to oppose successfully the victorious march of the German race, it must learn to understand the German race; and nothing will tend to further this more than a thorough study of the language of our enemies."

The minister of war, General Cissey, also endeavored to raise the standard of education among the soldiers. Thus he published an order in September last, to make out lists of all those officers who have a sufficient knowledge of German and appoint them as teachers of that language in their respective regiments and divisions.

JULES SIMON'S LAW REGARDING COMPULSORY EDUCATION.

In December, 1871, Jules Simon notified the members of the national assembly that he would soon lay the draught of the new school-law before the assembly. This draught had been previously discussed in the council of ministers. Owing to the pressure of business of a purely political character, nothing has as yet been done in regard to this law, but as there is every probability that in its essential features it will finally be adopted, we give its important articles:

1. Every child, male or female, between the ages of 6 and 13, must receive a minimum of education, either in the public or private schools. This minimum of education is to embrace the obligatory branches of instruction, and its existence is, at the end of the period of schooling, to be certified by the ministry of public instruction through its subordinates in the departments.
2. A school committee, consisting of delegates from the canton, the maire, the clergyman, and three heads of families appointed by the municipal council, has to watch over attendance at school.
3. The government inspector in each district has a seat and vote in this committee.
4. If a child misses school three times during a month without excuse, the father or guardian is summoned before the school committee and is warned. If the case recurs his name is placarded at the maire's office, and his family is deprived of all aid from the public funds. If this does not induce him to send his child to school a fine not exceeding 100 francs is imposed, and finally he can be deprived of his rights as a citizen for a period of three years.
5. The school committee issues certificates to children 13 years of age, after having passed a public examination, to which all must submit, whether educated in public or private schools. If, at this examination, it becomes evident that a child, who was supposed to receive private instruction, has in reality not received instruction in the obligatory branches, legal proceedings are instituted against the father or guardian.
6. From the 1st of January, 1880, no citizen 21 years old will be registered as an elector who does not possess the above-mentioned certificate from his local school committee, or give sufficient proof of being able to read and write. Articles 7 and 8 refer to the appointment of teachers, which is to be preliminary by the inspector of the academy, but definitely only after having passed an examination. The inspector of the academy is also intrusted with the inspection of elementary schools.
9. As soon as a teacher's place becomes vacant the municipal council has to decide whether the school is to be intrusted to a clergyman or layman. This decision is then communicated to the departmental council, which, in conjunction with the inspector of the academy, makes the final decision. If the departmental council and the inspector of the academy can not agree, the matter is laid before the educational committee of the department, which settles it definitely.
- Articles 10 and 11 define the duties of the school-inspectors. Article 12 places the school-houses under the supervision of cantonal committees, which, according to detailed arrangements, are appointed for three years.
16. From January 1, 1876, no one is to be intrusted with the management of a school who can not show the certificate required by the law of March 15, 1850. The members of religious sisterhoods who, on the 1st January, 1876, have already taught school for four years, are exempted from this.
17. The expenses for elementary education must, in the first place, be met by the municipalities and the departments. Only in extraordinary cases the central government grants aid.
18. In every department there will be established a teachers' seminary, for the education of male and female teachers. These seminaries will be entirely supported by the central government, and the departments will only have to supply the buildings.
- Article 19 specifies the expenses of the municipalities for education. Article 20 extends this law also to Algeria. Article 21 obliges the minister of public instruction to make an annual report every March to the national assembly on the state of public instruction in the whole of the republic.

OPPOSITION OF THE CLERICAL PARTY.

The clerical party of course violently opposed this law. According to the "Opinion Nationale," the Bishop of Orleans declared in a letter to President Thiers, that any law

making education compulsory would be considered as a declaration of war by the clergy. It may therefore be expected that when this law will be discussed in the national assembly the fight will be a bitter one, especially as the majority of the members of the right, under the leadership of Dupanloup, de Corcelles, and de Richemont, will oppose lay instruction to the very utmost.

SEPARATION OF CHURCH AND STATE.

The Evangelical National Conference of France, which held its sessions at Nismes during October, 1871, adopted the following resolutions: "The ministers and elders of the Evangelical National Conference desire that the national assembly will vote in favor of gratuitous, compulsory education." The conference at the same time passed a resolution urging the insertion of an article in the future constitution of France separating church and state entirely. The united committee of the Rue Bréda and the workmen of Paris charged its candidates to the national assembly to urge "gratuitous, obligatory, and secular instruction, absolute separation of church and state, and the complete abolition of all state support to any religious creed."

SECONDARY EDUCATION.

Lyceums.—According to a late decree of President Thiers, (September 26, 1872,) the salaries of the teachers in the lyceums are regulated. The lyceums (79 in number) are, with the exception of the 7 Paris and Versailles lyceums, classed in four grades, viz: 7 of the first grade, 6 of the second grade, 18 of the third grade, and 41 of the fourth grade. The salaries of teachers of the Paris lyceums vary between 9,000 and 5,500 francs; those of the Versailles lyceums between 9,000 and 4,500. Of the departmental lyceums the salaries of the first grade vary between 7,500 and 2,500, those of the second grade between 7,000 and 2,000, those of the third grade between 6,500 and 1,800, and those of the fourth grade between 6,000 and 1,800 francs. In a circular addressed to the head-masters of lyceums, (dated September 27, 1872,) M. Jules Simon acknowledges the necessity of great and sweeping reforms, but deems it prudent to tread the path of progress slowly and gradually, but all the more surely. In his circular, M. Simon dwells on eighteen points, viz:

1. *Periodical conferences of professors.*—The professors of each lyceum are to assemble once a month, under the presidency of the head-master, and discuss the affairs of the lyceum, plans of studies, disciplinary measures, &c. This conference will, at its first session, elect by absolute majority of votes from among its members a council of 8 in those lyceums that have only 20 professors, of 10 in those with more than 30 professors, and of 12 in those of more than 35. This council will be presided over by the head-master, and administer the laws and regulations of the lyceum.

2. *Gymnastics.*—Gymnastics are to form an obligatory branch of instruction in all the lyceums. The normal school of gymnastics at La Faisanderie, administered by the ministry of war, will continue to furnish teachers. Besides this school, a special committee has been appointed, before which any person may be examined in gymnastics, and, if successful, receive a certificate as teacher.

3. *Military exercises, riding, fencing, swimming.*—Military drill will be taught in all lyceums by competent masters; in garrison towns riding will be taught by cavalry officers, and fencing and swimming will be taught wherever it is practicable.

4. *Excursions.*—Excursions are to be made from time to time by the scholars, accompanied by some of the teachers. The topography and history of the place to which the excursion is made are to be studied beforehand, and such excursions shall embrace ancient castles, important ruins, famous battle-fields, museums and factories, or shall simply be of a botanical or mineralogical character.

5. *Lessons in hygiene.*—A course of six lessons in hygiene, the programme of which is to be drawn up by the Academy of Medicine, is to be gone through in every lyceum.

6. *Modern languages.*—One modern language (either English or German) must be studied by every scholar. The minister deems this branch of instruction highly important, and considers it a great disgrace for France that hitherto so little has been done in this direction.

7. *History and geography.*—A thorough study of these two sciences is strongly urged. In geography, there is not only to be a full course of geography of foreign countries, but more particularly geography of France, aided by excursions and accurate sectional maps. In history, the professor ought certainly to be patriotic, and infuse noble, patriotic sentiments into his pupils, but he should never distort or falsify facts. This passage is so characteristic and new for France that we give M. Simon's own words:

"History ought to give to the scholar a taste for accuracy and veracity. If, *e. g.*, a teacher says in his class that neither army was defeated at Waterloo, he may draw applause from his pupils; but it is of greater importance to tell them that the French were defeated at Waterloo, and inquire into the causes of this defeat; and if we deserved to be defeated it ought to be openly acknowledged."

8. *Modification in the teaching of Latin and Greek.*—In view of the constantly increasing matter of instruction, (natural sciences, modern languages, &c.) a modification with regard to ancient languages is urgently demanded. There are many different opinions as to how this had best be done, and this whole subject is therefore referred to the immediate consideration of the professors' conferences, who will report to the ministry.

9. *Elementary classes.*—The minister recommends that the greatest care be bestowed on the elementary classes, which form the connecting link between the primary school and the lyceum, as it is important that a good foundation should be laid in these classes.

10. *Recitations.*—The minister strongly urges that there shall be less of mere mechanical work of learning by heart and mere hearing of lessons, but more explanations. The teacher is not to content himself till he has made his pupils *understand* their lessons thoroughly.

11. *Written exercises, (le thème.)*—There should be much less of these; especially not so many translations from French into Latin.

12. *Latin verses.*—The exercises in writing Latin verses, though pleasant in themselves, are to be entirely discontinued, as utterly useless for any practical purpose.

13. *Translations (versions)* from Latin and Greek into French are likewise to be curtailed. Though interesting and important to persons intending to make philology a specialty, they take away by far too much time from other and more useful studies.

14. *The interrogating method, and the explanation of authors.*—The minister draws attention to the fact that most teachers in their classes confine themselves to speaking all the time, without asking their pupils any questions. All lessons ought to be given in the form of dialogues. This applies to all sciences, but particularly to classical authors.

15. *French language and literature.*—The minister very truly says that when the classical studies shall have been curtailed in the manner described above, there will be some time left for the study of French. It has been one of the singular mistakes of our classical education to drill a boy in Latin and Greek translations, exercises, and rhetoric before he is firmly grounded in his native tongue. He was scarcely permitted to express a thought in writing except through the medium of Latin verse or prose. This must necessarily produce a vague way of thinking, must favor imitation, decrease originality, and in most cases extinguish the bright flame of original and enthusiastic youthful thought. In the lowest class as well as in the highest, the greatest attention ought to be bestowed on the study of the French language, and also, in the higher classes, on that of French literature. This, more than any other measure, will tend to introduce a healthful tone into our secondary instruction.

16. *Use of the library.*—Greater liberty ought to be given to pupils in using the works of the library connected with each lyceum.

17. *Résumé of observations regarding the teaching of Latin and Greek.*—The leading principle of all reforms in these studies ought to be the following: "Modern languages are studied in order to speak them; ancient languages, to read the writings of famous authors."

18. *Examinations.*—The minister touches on two points, viz: the general competitive examinations, and the examinations required for passing from one class to the other. There are to be four examinations per year in every class, hold by two professors under the presidency of the rector and the inspector of the academy. These examinations ought to be partly oral and partly written; more oral than hitherto, in order to practice the pupils in preserving their presence of mind and in collecting their thoughts rapidly. The general competitive examinations ought to be curtailed considerably.

GERMANY.

(Constitutional Monarchy—Empire. Area, 310,035 square miles. Population, 40,107,428.)

ABSENCE OF NATIONAL SYSTEM.

Germany has no national system of education, and no central educational authority; each state managing its own educational affairs.

SOCIETY FOR THE FURTHERANCE OF EDUCATION.

After the German nation had brought the war against France to a victorious close, and had obtained the ardently desired end to have the whole of Germany united under one head, the wish was felt and uttered to draw all the German tribes more intimately together, especially by working in common for the cause of national education. For this purpose a number of prominent educators from all parts of Germany united and founded the "Society for the furtherance of popular education." After having organized, they published as their aim: 1. To found schools for persons beyond the school-age, beginning with schools for apprentices in cities, and as far as possible also schools for young farmers, on the model of the farmers' high-schools in Denmark. 2. To

draw all the different German societies for educational purposes closer together, and unite them to common activity. 3. To establish a journal which should be exclusively devoted to the furtherance of liberal education, and which should also contain full educational statistics. 4. To appoint itinerant teachers, who are to hold lectures on important educational and social questions. Branch societies have been established in all parts of Germany.

ORGANIZATION OF THE GERMAN SCHOOLS.

At the same time demands were raised on all sides for a uniform organization of the German schools, comprising a uniformity in the plan of instruction, the central, provincial, and local administration, examinations, education of teachers, salaries, and pensions.

GERMAN TEACHERS' SOCIETY FOR RAISING THE STANDARD OF THE PUBLIC SCHOOLS.

In order to further this object, the above-mentioned society was organized at Berlin. Their aim is: 1. To organize a course of instruction in conformity with the present standard of pedagogics. 2. To furnish the schools with better and more modern apparatus, furniture, &c. 3. The better education of teachers. 4. To raise the salaries of the teachers to a sum corresponding with the importance of the profession. 5. The supervision of schools by men properly qualified for this important office. 6. The establishment of adult schools (*Fortbildungsanstalten*) throughout the country. 7. The establishment of public libraries. The society hopes to reach its aim by influencing the legislative powers, by establishing societies for the furtherance of education, and by spreading, through journals, pamphlets, and lectures, correct views regarding the aim of the German public schools.

GENERAL EDUCATIONAL SOCIETY.

A similar society was organized at Dresden, under the presidency of Professor Leonhardi, of Prague. Its aim is to spread those general principles of education by which the German nation may become a nation of morally free, religious, and practical men. This society, too, has organized branches in different parts of Germany.

UNIFORM GERMAN SCHOOL LEGISLATION.

The frequently expressed wish for a uniform German school legislation must be considered as premature, as the difference between the various German states in this respect is as yet very great.

ADULT SCHOOLS.

During the last year a great many adult schools have been established in Middle and North Germany, which hitherto had been outnumbered in this respect by South Germany.

GENERAL ATTENDANCE AT SCHOOL.

It is estimated that of the whole number of youth of school-age in the German Empire, from 96 to 97 per cent. attend the elementary schools. The higher schools are only attended by 2 per cent.

THE INFALLIBILITY DOGMA AND EDUCATION.

The great excitement produced by the dogma of the Pope's infallibility made itself also felt in the educational sphere. Many professors, directors, and teachers were excommunicated and discharged by their clerical superiors because they refused to accept and teach this dogma; but in most cases they secured protection from the secular authorities; in this they were assisted by the "Old Catholic" party.

Toward the end of the year (1871) the arbitrary measures of the clergy, and especially of the Roman Catholic priests, toward teachers, and their violent denunciations of the secular schools, were discussed in the German Parliament. On motion of the Bavarian minister of public instruction, Von Lutz, Parliament, on the 28th November, passed the following resolution: "Any clergyman or priest who, in the exercise of his functions, publicly, before an assembly, in a church, or any other locality used for divine worship, makes the affairs of state the subject of his discourse, or touches thereon in a manner tending to disturb the public peace, is punishable by imprisonment or close confinement in a fortress for a period not exceeding two years."

The Roman Catholic clergy, however, continued in their violent course, persecuting and excommunicating teachers who would not adhere to the new dogma. Matters were brought to a climax by the appointment of Prince Hohenlohe as German ambassador to the Holy See. Prince Hohenlohe was of a noble family, a cardinal of the Roman Catholic Church, and reputed to be liberal or moderate in his religious views. His appointment was said to be made for the sake of appearing to be on good terms with the Pope. Pius IX refused to receive Prince Hohenlohe as ambassador, declaring "that, in the present circumstances of the Holy See, it is impossible to authorize a cardinal of the church to accept a charge of so much delicacy and responsibility."

At the same time it was claimed that it was the policy of the Jesuits so to use the doctrine of the Pope's infallibility as to sow discord within the empire, to prevent its consolidation, to thwart Prussian influence, and to embarrass the state with religious controversies.

The matter was now brought before the imperial German Parliament. The keynote had already been sounded, when, on the 14th May, 1872, Prince Bismarck declared in Parliament: "In Germany there can be, and must be, but one sovereignty, and that uniform and absolute—the sovereignty of the laws;" and in another speech in the Prussian Parliament: "This is a constitutional, not a confessional, government." The strife waxed hot and bitter, and after the most violent discussions the German Parliament, in July, passed the law, promulgated July 25, banishing the Jesuits entirely from Germany, and ordering them to break up all their educational establishments, leaving them six months' time to carry out the necessary preparations. On this occasion Bismarck made his famous speech, in which, alluding to the humiliation of the German Emperor, Henry IV, before Pope Gregory VII, at Canossa, in the year 1077, he said: "Gentlemen, we shall not go to Canossa." The war between church and state, carried on chiefly on the battle-ground of education, has only just commenced, and it is difficult to foretell to what complications it may yet lead.

FEMALE TEACHERS.

The question of female teachers was much discussed, especially in the larger cities, but no result was reached, as the views were so conflicting. Regarding the appointment of females as teachers in the public elementary schools, the weightiest voices among the German educators all pronounced against it, on the ground that women, in accordance with their natural capacities, were well fitted for teachers in kindergartens, but that they could not be recommended for the school work proper. It is maintained that, in spite of all knowledge and skill, women but rarely possess that amount of energy, earnestness, and consistency which is absolutely necessary for the teacher and disciplinarian that he may prepare the pupils of the German public schools for independent mental activity and true independence. It is also maintained that by employing female teachers a purely mechanical method of instruction is favored, and the thorough and harmonious formation of character is lost sight of. Whatever may be the experience of other countries in this respect, the employment of female teachers in the public schools will never here be a popular measure.

TEACHERS' SEMINARIES.

That there is a great difference between the state of Germany with regard to teachers' seminaries will be seen from the following table, (in which Alsace-Lorraine is not shown.)

State.	Population, 1871.	Number of teachers' seminaries.	One teachers' seminary to how many inhabitants.	Average number of—		Direction of course.
				Teachers.	Students.	
Anhalt	197,041	2	98,520	6	40	Years. 3
Baden	1,434,970	3	478,323	5	70	3
Bavaria	4,824,421	10	482,442	9	70	2
Bremen	109,572	1	109,572	5	45	3
Brunswick	302,792	2	151,396	5	30	3
Hamburg	305,196	1	305,196	.....	.....	.....
Hesse	823,138	9	411,569	10	60	3
Lippe-Detmold	111,352	1	111,352	10	20	3
Lübeck	48,538	.....	.....	.....	.....	.....
Mecklenburg-Schwerin	560,618	1	560,618	5	64	2
Mecklenburg-Strelitz	98,770	1	98,770	3	19	3
Oldenburg	315,622	2	157,811	5	50	3
Prussia	24,030,668	89	273,178	10	50	3
Reuss-Greiz	43,889	1	43,889	6	35	1
Reuss-Schleiz	88,097	1	88,097	7	50	3
Saxe-Altenburg	141,436	1	141,436	.....	30	3
Saxe-Coburg	168,851	2	84,425	8	30	3
Saxe-Meiningen	180,335	1	180,335	10	60	3
Saxe-Weimar	222,928	2	111,464	10	70	4
Saxony	2,423,401	12	201,950	9	120	6
Schleensburg Lippe	31,186	1	31,186	4	10	.....
Schwarzburg-Rudolstadt	75,116	2	37,558	8	12	2
Schwarzburg-Sondershausen	67,533	1	67,533	7	20	3
Württemberg	1,778,396	3	592,792	8	125	3
Total, exclusive of Alsace-Lorraine	38,509,663	141	273,118	.....	.....	.....

SCHOOL HYGIENE.

The importance of school hygiene is being more and more acknowledged, and this subject is discussed in many journals and periodicals and at nearly all the teachers' meetings. In large school-houses, Bacon's hot-water heating-apparatus has found universal favor. It is a saving of fuel and labor, produces a pleasant, even temperature, and prevents much disturbance, disorder, and filthiness.

SCHOOL-FEES.

The abolition of school-fees has been advocated in many German states, and in some cities, Munich, Darmstadt, Gladbach, Dantzic, &c., this measure has been carried out, while it has been proposed, and will no doubt be carried out, in Dresden, Leipsic, Passau, Ingolstadt, Elberfeld, Ansbach, &c. In the Bavarian chambers, the liberal members unanimously voted in favor of a resolution to abolish school-fees in all the public schools of the kingdom, and to appropriate ten millions of florins from the French indemnification for a permanent school-fund. In all probability, this and similar measures will gain ground, and school-fees will gradually be abolished in the whole of Germany.

THE SOCIETY OF GUSTAVUS ADOLPHUS.

This society was founded on the 6th of November, 1832, (in commemoration of the heroic death of Gustavus Adolphus, two hundred years ago,) with the aim of aiding poor evangelical communities throughout Germany in the erection of churches and schools. Since its commencement it has distributed a total sum of 3,200,565 Prussian thalers among 2,106 communities. During the year 1871, the society received the sum of 83,000 thalers in donations; but there are still 1,050 poor evangelical communities looking toward the society for aid.

TEACHERS' PENSIONS.

Much has been done during the last few years to increase the pensions of superannuated teachers. Data could be obtained only from a few German states, which are given in the following table:

States.	*Pensions (in thalers) paid to teachers after a service of—									
	5 years.	10 years.	15 years.	20 years.	25 years.	30 years.	35 years.	40 years.	45 years.	50 years.
Hamburg	400	400	400	533	600	600	640	640	800	800
Brunswick	265	326	385	445	504	565	625	685	744	800
Saxe-Coburg-Gotha	320	330	380	440	500	560	620	680	740	800
Baden	320	400	480	560	640	720	800	800	800	800
Saxony	266	267	288	332	392	460	560	640	640	640
Prussia	240	240	240	240	320	320	352	352	352	352

PESTALOZZI SOCIETIES.

These societies extend through the whole German Empire; thus, the Prussian province of Saxony alone has eighty-seven such societies. Their aim is to grant aid to the widows and orphans of poor teachers. The activity of these societies is truly admirable.

GENERAL GERMAN TEACHERS' CONFERENCE.

The twentieth general German teachers' conference was held May 20-23 in Hamburg. About 5,000 teachers, from all parts of Germany and from the German provinces of Austria, attended the meeting. The following subjects were discussed: 1. The organization of the general German teachers' society. 2. Corporative self-aid of teachers. 3. The German national-school system. 4. The German Empire and its relations to education. 5. The Protestant union and education. 6. Means of preventing the inner and outer dangers threatening the German public schools. 7. The appointment of teachers. 8. The general and spreading dissatisfaction of teachers. 9. The errors of the public schools. 10. The influence of the present political, ecclesiastical, and social relations of Germany on education. 11. Mistakes of modern education. 12. The natural enemies and the natural friends of the public school. 13. The press in the service of education. 14. Leading features of plan for a uniform German school-law. 15. In

what respects should the cause of instruction in the public schools be limited and in what extended to conform to the demands of our age. 16 and 17. Religious instruction in the public schools. 18. German orthography. 19. Chemistry in the public schools. 20. The central pedagogical library. After these general remarks a *résumé* of the most important educational events during the year, in the different states of Germany, is given in alphabetical order.

ALSACE-LORRAINE.

(Area, 5,075 square miles. Population, 1,549,459.)

The government of these provinces, acquired by Germany by the treaty of Frankfurt, has not yet been definitely settled. They are meanwhile under the control of the administrative authorities of the German empire.

RE-ORGANIZATION OF THE SCHOOL SYSTEM.

The first care of the German authorities was to re-organize the school system after the Prussian model. In its leading features this re-organization may now be considered completed. The French were astonished at the rapid progress of the work, and some of their prominent journals openly applauded the measure. Thus, the "*Opinion Nationale*" said:

"The departments which Germany has robbed from us are now enjoying compulsory education, and the first work of the victors was to care for the schools. How long, yet, will our own departments have to wait for this? When, two years ago, in our dear, gallant Alsace, a movement was set on foot for a re-organization of the system of public instruction, who could then have prophesied that a foreign government would carry out this movement, and that the introduction of compulsory education in our eastern provinces would heighten the humiliation which the criminal negligence of that government to which France had committed her fortunes has brought over us?"

COUNTER ACTION OF THE CLERGY.

The Roman Catholic clergy in Alsace sent a petition to the German Emperor, which contained six points: 1. To free the Catholic press of Alsace in such a manner that it may truly express the wishes of the Roman Catholic population. 2. To protect the religious orders in the exercise of their salutary functions, and to guard their corporative privileges. 3. To let the communal councils elect their teachers, as heretofore. 4. To protect the Sisters of Charity. 5. To guard sacredly the religious character of the public schools, i. e., to have separate schools for Catholics and Protestants. 6. To protect the teachers in the public schools against the pernicious influence of the secret societies.

EDUCATION IN THE IMPERIAL PARLIAMENT.

In Parliament, Mr. Thomas and Dr. Köchly (from Alsace) proposed a resolution to re-organize the whole system of public instruction in Alsace-Lorraine, from the primary school to the university, having the greatest possible regard to local peculiarities, to create a provincial school-council, to establish a new university at Strasburg, and to restore the Strasburg library, destroyed during the siege. This motion led to long and violent discussions, but was finally lost.

The primary schools, of which there are in Alsace, 2,440, (1,964 Catholic, 422 Protestants, and 54 Jewish,) are in a good condition, as also the infant schools; but it is necessary to introduce the German language as the language of instruction. The secondary schools are likewise in a tolerably good condition. The private schools must be placed under government supervision. There are too few gymnasias, and more should be established. The re-organization of the educational system in the new provinces is difficult, and it is impossible to lay down absolute and definite rules. The new library must be a university library.

STATISTICS.

The statistics given by Mr. Wehrenpfennig differ somewhat from the official statistics published about two years ago. According to these there are in Alsace 1,123 public and 86 private schools, with 95,222 scholars, (48,608 boys and 46,614 girls.) Seven hundred and thirty-four scholars were Roman Catholic, 400 Protestant, 55 Jewish, and 11 with no denominational character. About one-third of all the schools were administered by religious societies. In 262 girls' schools members of religious sisterhoods were teachers. The total number of teachers was 1,590. The average annual salary of male lay teachers was 640 francs, that of female lay teachers 680, that of the male clerical teachers 730 francs, and that of female clerical teachers 450. Of 735 schools taught, 159 were on examination found excellent, 351 good, 174 satisfactory, and 51 poor or unsatisfactory.

CONFERENCE OF SCHOOL INSPECTORS.

In order to accomplish the re-organization of the school-system in Alsace-Lorraine on a safe basis, the newly appointed school-inspectors of the different districts were commissioned to inform themselves accurately as to the actual state of education and the wants of the population. After this had been done satisfactorily, an inspectors' conference was called together at Strasburg. This conference, to which also the teachers of the normal schools had been called, met on the 26th and 27th July, 1871, and was presided over by School-Counselor Arnold. The whole system of elementary instruction was thoroughly discussed, and rules and regulations for further action were laid down.

COMPULSORY EDUCATION.

By order of the governor of Alsace, education is henceforth to be compulsory for all boys between the ages of 6 and 14, and all girls between the ages of 6 and 13. For the present, this law only applies to public schools, and to private schools for children working in factories.

APPOINTMENT OF TEACHERS.

The appointing power has been given by the governor to Government President von Kühlwetter, in Strasburg, for Alsace, and to Government President Count von Villers, at Metz, for Lorraine. According to reliable authority, the government intends at an early date to raise the salaries of all the teachers in the public schools.

TEACHERS' SEMINARIES.

In April, 1871, two teachers' seminaries were opened—a Catholic one at Strasburg and a Protestant one at Colmar. The course of instruction in these seminaries lasts three years, and embraces religion, history, geography, German, pedagogics, vocal and instrumental music, gymnastics, and horticulture. The language of instruction is German. There are normal classes connected with these seminaries, where students engage in practical exercises. According to a recent decree of the chancellor of the German empire, (Prince Bismarck,) the seminaries in Alsace-Lorraine have been entirely deprived of their confessional character, and students are admitted to either of them irrespective of religious creed.

SECONDARY INSTRUCTION.

The former lyceum at Colmar has been discontinued, and in its stead a gymnasium on the plan of the Prussian gymnasias, with several real-classes, was opened on the 3d October, 1871. The Strasburg lyceum had already been changed into a gymnasium on the 1st of May. According to recent statistics the attendance at the secondary schools has been exceedingly satisfactory. Thus the gymnasium at Strasburg numbered 170 students, (40 from Alsace;) the gymnasium at Buchweiler 102, (101 from Alsace;) Mühlhausen 80, (60 from Alsace;) and Metz 87, (mostly sons of German officials.)

THE STRASBURG UNIVERSITY.

The Strasburg University, founded in the year 1538, was closed during the first French revolution, but was re-established by Napoleon in 1808, but was never a full university in the German sense of the word. After the close of the war of 1870-'71 it was the unanimous and loudly uttered wish of the whole German nation to see the Strasburg University restored to its pristine glory, and become, as of old, the nurse of famous German writers and thinkers. The imperial government gladly seconded this wish, and appropriated a large sum (about 1,000,000 Prussian thalers) for buildings, laboratories, apparatus, &c., and an annual sum of 220,000 thalers. Large contributions of money and books passed in from all sides, so that soon the library possessed a larger number of volumes than before the siege, and on the 1st May, 1872, the University of Strasburg was solemnly opened in the presence of the civic and military authorities of Alsace, and delegations of professors and students from nearly all the German universities. The new university opened with 47 professors—among them some of the most famous men of science and letters—and several hundred students.

SCHOOL OF PHARMACY AT STRASBURG.

The school of pharmacy at Strasburg had to be discontinued, as nearly all the teachers left. The pharmaceutical society of Strasburg, however, took the matter in hand, chose competent teachers from among their own number, and the school has been opened again and is in a flourishing condition.

EDUCATIONAL JOURNAL.

On the 1st April, 1871, the first number of an educational journal for Alsace appeared at Colmar, called "*Das Elsässische Schulblatt*," (The Alsace School Journal.) It is edited by Professor Haas, director of the higher burgher schools at Münster, (Upper Alsace.)

ANHALT.

(Nominally a Constitutional Monarchy—Duchy. Area, 869 square miles. Population, 203,354.)

The educational affairs of the duchy are administered by a director, (consistorial-rath.)

No report has been received for this year.

BADEN.

(Constitutional Monarchy—Grand Duchy. Area, 5,904 square miles. Population, 1,461,428.)

The educational department is under the ministry of the interior.

Director of the department (superior council of education,) L. RENK.

SCHOOL ADMINISTRATION.

In May, 1871, the Roman Catholic archi-episcopal vicariate (the highest Roman Catholic authority of the grand duchy) resolved to make use of its right (secured by law) of taking a share in the administration of schools, and to guard the right of the clergyman to take his seat in the local school board. This resolution was received in a very different manner by the various organs of the press; the liberal journals almost unanimously condemning the measure, while the conservative and orthodox journals warmly defended it. The teachers openly expressed themselves against the participation of the clergy in the school administration, and several teachers' conferences passed resolutions asking the central teachers' conference to petition the chambers for an abolition of the odious measure.

COMMUNAL NON-CONFESSIONAL SCHOOLS.

In quite a number of communities non-confessional schools have been established, in most cases by Protestants and Jews.

WANT OF TEACHERS.

There are still many teachers wanted. In some cases teachers have from 150 to 170 scholars; in others they have to attend to two schools, so that each of these schools has only three days' instruction per week. The three teachers' seminaries are entirely insufficient to provide for this want. Many young men are deterred from entering the seminary on account of the small salary they have to expect when teachers, as they have to teach ten or twelve years before their salary is raised to 400 florins.

TEACHERS' READING-ROOMS.

The teachers in the city of Constance (9,000 inhabitants) have clubbed together, and have established a reading-room, where all the recent educational publications and journals are taken.

BAVARIA.

(Constitutional Monarchy—Kingdom. Area, 29,617 square miles. Population, 4,861,402.)

Minister of public instruction, J. VON LÜTZ.

INCREASE OF TEACHERS' SALARY.

In the appropriation bill laid before the Bavarian chambers special regard was paid to the increase in the salary of teachers. The minister of public instruction, in recommending the measure, remarked that "it would be an unjustifiable harshness to console teachers, when complaining of their miserable pittance, by the promise of some future school law which would improve their position. What was wanted was action and immediate aid." The government intends to remedy this evil by increasing the

salaries of all teachers in active service, by granting an increase of salary after several years of service, by giving pensions to superannuated teachers, and by taking care of the widows and orphans of teachers. The annual sum demanded by the minister for these purposes amounts to 1,294,196 florins. The provincial authorities have set a praiseworthy example in this respect by appropriating large sums for the same purpose; thus Upper Bavaria voted 30,000 florins, and Middle Franconia 44,550. The same has been done by the municipal authorities in most of the cities, such as Munich, Nuremberg, Worms, Nördlingen, Kulmbach, &c.

STATISTICS.

In the public elementary schools there are employed 26 clergymen, 8,309 male teachers, 93 lay female teachers, and 87 assistant teachers. The number of teachers' widows is 2,193, and the number of teachers' orphans 1,328.

EDUCATION IN MUNICH.

In Munich special classes are to be established for children whose mental development has been retarded; children of poor abilities are assisted by receiving extra instruction after school hours, and poor children are afforded an opportunity of studying their lessons undisturbed in the school-house. Gymnastics, drawing, and vocal music are obligatory studies in all the elementary schools. French teachers may be employed in girls' schools, and, in exceptional cases, in the two lower classes of boys' schools. Poor children are supplied with text-books and stationery at the expense of the city. There are no school-fees whatever. The number of hours per week for each teacher varies between 20 and 23. In appointing new teachers the magistrate has the right of recommending persons, and the district authorities (district is the subdivision of province) have the right of appointment. The city in 1871 appropriated 200,300 florins for school purposes, 50,000 of which sum were for teachers' salaries.

THE INFALLIBILITY DOGMA AND EDUCATION.

After Professor Döllinger, Professor Friedrich, and Professor Silbernagel, of Munich, had decidedly expressed themselves against the dogma of infallibility the students of the Gregorian theological seminary were forbidden by their clerical superiors to attend the lectures of the above-mentioned professors. In consequence of this prohibition a large meeting of citizens addressed a petition to the government, asking that the infallibility dogma might be rejected, and that the relation between church and school might soon be definitely regulated. The magistrate resolved to recommend only such persons as religious instructors in public schools as would sign a protest against the dogma. There were, however, several cases in which the archbishop claimed the right to appoint teachers in elementary schools. This induced the magistrate to protest emphatically against all such intermeddling in communal affairs and to enter complaints with the government. On the 14th of October, 1871, von Lutz, the minister of public instruction, made a speech of two hours and a quarter in the Bavarian chambers, defining the position of the government toward the infallibility dogma, declaring that the only safety for the future was to be found in the separation of church and state, and promising that the government would abolish the concordat, and would uphold perfect religious liberty also in the educational field. The archbishop of Munich was officially informed by the minister that the infallibility dogma was endangering the fundamental laws of Bavaria and the constitution of the country; that consequently the government could lend no aiding hand in the spread of the new dogma, and would, if necessary, protect citizens against the encroachments of the ecclesiastical authority.

NON-CONFESSIONAL SCHOOLS.

In a great many cities, such as Nuremberg, Speyer, Munich, and others, the municipal councils have established non-confessional schools, which have received many contributions from private citizens, and which, as a general rule, are well attended.

STUDY OF PEDAGOGICS AT THE ERLANGEN UNIVERSITY.

At the university of Erlangen, two professors, Dr. von Zezschwitz and Dr. Schmidt have commenced to deliver lectures on pedagogics. The latter, who is also director of the recently established pedagogical-faculty seminary at the university, has started a philosophical-pedagogical society, called the "Sunflower."

DISTINCTION CONFERRED ON A WORTHY TEACHER.

The father of the present minister of public instruction lives at Würzburg as a simple elementary teacher. On the 12th September, 1871, he celebrated the fiftieth anni-

versary of his having entered the teacher's profession, in which he, during this long period, had been an untiring and enthusiastic worker. On this occasion he was decorated with the Ludwig's Order, and was honored by a congratulatory letter from the King's own hand.

BREMEN.

(Republic—Free City. Area, 106 square miles. Population, 122,565.)

Highest educational authority, THE MAYOR OF THE CITY OF BREMEN, C. F. G. MOHR.

TEACHERS' SEMINARY.

A movement has been set on foot by a number of citizens to raise the standard of education in the teachers' seminary, and to make some modern language (either English or French) an obligatory subject of instruction. So far, however, this law has not led to any definite result.

TEACHERS' SALARIES.

The government has resolved to lower the salaries of teachers from 500 Prussian thalers to 400, and to raise them gradually every five years, till they have reached the sum of 600 thalers, which is to be the maximum salary. A short time before this resolution was passed, the salary of the head-butler in the famous old restaurant "Rathskeller," (in the cellar or basement of the ancient town-hall,) was fixed at 1,500 thalers per annum.

The assistant teachers are to have better opportunities in future to be promoted and become regular teachers. Their salaries in the city vary between 350 and 400 thalers, and in the country districts between 250 and 300.

BRUNSWICK.

(Constitutional Monarchy—Duchy. Area, 1,526 square miles. Population, 311,715.)

Highest educational authority, Dr. H. T. L. C. ERNESTI.

TEACHERS' CONFERENCE.

The fortieth annual meeting of the Brunswick teachers' conference discussed the following subjects: 1. The preparation of the teacher for his important duties as instructor and educator. 2. The work of the teacher and the best means for bettering his position. 3. The absolute necessity for raising the teachers' salaries. 4. A comparison of the teachers' salaries with those of other officers in the service of the government.

EDUCATION IN THE BRUNSWICK CHAMBERS.

One delegate moved a resolution to reserve 250,000 thalers from the income from the railroads, (which are government property,) the interest of which sum was to be used for increasing the salaries of teachers. During the same session another delegate moved to petition the ministry to consider whether, and in how far, instruction in the public elementary schools could be made gratuitous, and to prepare the draught of a law to that effect.

TRUANCY LAW.

The law, passed in 1867, endeavors to remedy the evil in truancy in an energetic manner. According to this law, for every day missed at school a fine must be paid of 2½ silbergroschen, (about 6 cents;) if the number of missed days during one single month amounts to 5, the fine is raised to 5 silbergroschen, (12 cents.) In case of inability to pay, imprisonment takes the place of the fine. Any person employing a child of school age in a factory or any other business during school-hours is to be fined by a sum not exceeding 20 thalers, (\$14.40, gold,) or imprisonment for a period not exceeding two weeks.

MEETING OF TEACHERS OF THE DEAF AND DUMB.

August 20-22, 1871, the society of teachers of the deaf and dumb of Northwestern Germany held its fifth annual meeting at Brunswick. Ten deaf and dumb institutions were represented by 24 teachers. The following subjects were discussed: 1. The urgent necessity of a normal school for teachers of the deaf and dumb. 2. Drawing instruction in deaf and dumb institutions. 3. Instruction in speaking. 4. The best mode of placing the teachers in institutions of more than one class.

HAMBURG.

(Republic—Free City. Area, 148 square miles. Population, 338,974.)

President of the superior school council, THE MAYOR OF THE CITY OF HAMBURG, DR. G. H. KIRCHENPAUER.

INTRODUCTION OF THE NEW SCHOOL-LAW.

The introduction of the new school-law has been hailed with universal and unfeigned joy. It is based on sound educational views, secures the independence of the school from the clergy, and gives a uniform organization to the whole system of public instruction. By this school-law a superior school-council has been created as the highest educational authority. The members are at certain stated periods elected by the city council. The law also provides for a teachers' seminary—an institution the want of which has been keenly felt. An annual sum of 16,000 Prussian thalers has been appropriated for this institution; there are to be only day scholars, and English and French are to be made obligatory studies.

EDUCATIONAL SOCIETIES.

The "Society of the Friends of Education in Hamburg," existing for sixty-five years, numbers 596 members. It endeavors to further education by lectures, a library, a reading-room, and normal school, and likewise grants financial aid to poor, sick, and superannuated teachers, teachers' orphans and widows.

The Educational Society, founded in 1869, numbers 200 members, and follows the same aims as the before-mentioned society.

SCHOOL HYGIENE.

In Hamburg, following the example of Switzerland, experiments have been made to ascertain the amount of carbonic acid gas contained in school-rooms. The maximum was found to be about 5 per cent., which is altogether too much. As the pure air of the atmosphere only contains 0.004 per cent., and as 1 per cent. is really injurious to health, endeavors are being made to remedy this evil by a better system of ventilation.

STATISTICS.

During 1871 the total number of teachers was 1,805, viz, 878 females and 927 males. Of this number, 42 males and 131 females were about 18 years old, 237 males and 301 females varied in age between 19 and 28; and 152 males and 86 females were between 29 and 38 years.

HESSE.

(Constitutional Monarchy—Grand Duchy. Area, 3,240 square miles. Population, 852,843.)

Superintendent of public instruction, G. WILICH.

TEACHERS' SALARIES.

The Hessian chambers, in September, 1871, discussed the position of the elementary teachers, and almost unanimously resolved to urge the government to raise the decidedly insufficient salaries, and the pensions of teachers' widows. In some of the towns the evil was so apparent that the municipal authorities raised the salaries from the town treasury. That the salaries were really utterly inadequate, is seen from a fact like the following, which has been communicated by a Hessian teacher: A young man about 16 years of age was recommended by him to an engineer, to assist him in carrying and placing surveying instruments, who received daily, Sundays included, 1 florin 12 kreutzers, making an annual salary of 438 florins. This same teacher only receives an annual salary of 300 florins, although he has served 30 years.

TEACHERS' SOCIETIES.

The Ludwig and Alice Society, established seven years ago, for aiding teachers' widows and orphans, numbers 1,341 members, all teachers, (the total number of teachers in the grand duchy is about 1,700,) and its funds amount to 15,493 florins; during the last year 1,040 florins were distributed. In two districts there are district teachers widows' societies, to give aid only to the widows of teachers who have taught

in the district. The Jewish society, Achawa, for aiding poor Jewish teachers, their widows and orphans, has been in existence for six years; its funds amount to 10,628 florins, and during the last year 967 florins were paid to poor teachers, orphans, and widows.

The Hessian Teachers' Society, numbering 1,125 members, met in May, 1871, in Oppenheim. Only 280 members attended the meeting. Various subjects were discussed, and resolutions passed to urge upon the government the necessity of a new school-law, the chief features of which are to be: entire separation of church and school; compulsory, gratuitous education; non-confessional teachers' seminaries; higher standard of education in the seminaries, &c.

AGRICULTURAL COURSE FOR ELEMENTARY TEACHERS.

Every year during the summer vacation an agricultural course of about six weeks is held at Darmstadt, the capital of the grand duchy, for the benefit of elementary teachers. This course has two divisions, one for those who attend for the first time, and one for those who have already attended it during the previous year. The course embraces lectures on chemistry, natural philosophy, mineralogy, geography, botany, zoölogy, geometry, agriculture, book-keeping, horticulture, &c.

INSTITUTIONS FOR YOUNG PERSONS WHO HAVE LEFT SCHOOL.

Three years ago there were 87 such institutions, but since then their number has increased considerably, especially in the rural districts. These schools are supported by the towns themselves. The instruction is mostly given in the evening or on Sunday afternoon, by the regular teachers, and embraces drawing, natural history, natural philosophy, history, geography, arithmetic, &c. The Roman Catholic clergy have violently denounced these schools as a desecration of the Sabbath-day; the well-known Bishop Kettler, of Mayence, calling them, in a confirmation speech held in the Mayence cathedral on the 29th May, 1871, "institutions of the devil."

BUSINESS COLLEGE AT OFFENBACH.

In Offenbach (population about 25,000) there is a very excellent private business college under the superintendence of Dr. Nägler. Both discipline and instruction enjoy a very high reputation, and among the pupils there are several from Italy, England, and America.

LIPPE-DETMOLD.

(Constitutional Monarchy—Principality, (Fürstenthurm.) Area, 445 square miles. Population, 111,153.)

Director of ecclesiastical and school affairs, PRIVY COUNSELOR MEYER.

No report has been received for this year.

LUBECK.

(Republic—Free City. Area, 109½ square miles. Population, 52,158.)

Highest educational authority, SENATOR DR. TH. CURTIUS.

No report has been received for this year.

MECKLENBURG-SCHWERIN.

(Fondal Monarchy—Grand Duchy. Area, 4,834 square miles. Population, 557,897.)

Highest educational authority, THE MINISTER OF JUSTICE, ECCLESIASTICAL AND SCHOOL AFFAIRS, STATE COUNSELOR DR. H. BUCHEKA.

EDUCATIONAL SOCIETIES.

The general Mecklenburg teachers' society held its annual meeting at Wismar, and passed resolutions to urge the authorities to establish schools for young persons who have finished their schooling in the primary schools. The course of instruction, according to these resolutions, is to embrace drawing, modeling, embossing, German, natural philosophy, history, geography, arithmetic, book-keeping, rudiments of law, and political economy. In Schwerin there is an "educational society" with several sections, *i. e.*, for mathematics, history of pedagogics, &c.

The Teacher's Life Insurance Society has been in existence for 11 years. The funds

amount to 23,398 Prussian thalers. During the last year the expenditure was 4,492 thalers, and the income 4,721. The number of members is 958. In 1871 a Pestalozzi society was started, which already has distributed 218 thalers to 18 teachers' widows.

A TEACHER IN THE CITIZENS' COUNCIL.

In Schwerin a teacher was elected a member of the citizens' council, a committee of citizens whose function it is to form a sort of advisory board to the municipal council. The municipal council did not consider this election valid, but the university, on being appealed to, decided that the election was entirely valid.

COMPULSORY SERVICE (SPANNDIENST) FOR TEACHERS.

In the rural districts the farmers are obliged to till the ground for the teacher, as part of the latter's salary consists in a tract of land. This institution has led to many quarrels between teachers and farmers, and it is the unanimous wish of the teachers that this antiquated institution may soon be abolished.

MECKLENBURG-STRELITZ.

(Feudal Monarchy—Grand Duchy. Area, 997 square miles. Population, 96,982.)

Highest educational authority, ECCLESIASTICAL COUNSELOR (Consistorialrath) Dr. H. OHL.

No report has been received for this year.

OLDENBURG.

(Constitutional Monarchy—Grand Duchy. Area, 2,417 square miles. Population, 316,641.)

Highest educational authority, THE MINISTER OF STATE, JUSTICE, AND FOREIGN AFFAIRS, BARON P. F. L. DE ROESSING.

There are two school-boards—one for the Protestant and one for the Catholic schools. President of the school-board for Protestant schools, Erdmann; president of the school-board for Roman Catholic schools, Reismann. No report has been received for this year.

PRUSSIA.

(Constitutional Monarchy—Kingdom. Area, 137,066 square miles. Population, 24,691,203.)

Minister of public instruction, Dr. FALK.

CHANGE OF MINISTRY.

Von Mühlner, who has been Prussian minister of public instruction since 1862, had made himself so obnoxious by his re-actionary measures, all tending to give greater power to the clergy, and to increase their influence in school affairs, that a change was urgently demanded by the public, the press, and the Prussian Parliament. He was, consequently, permitted to resign on the 17th of January, 1872, and on the 22d of January Dr. Falk was appointed in his place, a choice which met with universal approbation. Dr. Falk was born in the Prussian province of Silesia in the year 1827, received a classical education, and studied law at the University of Breslau. In 1857 he was elected a member of the Prussian Parliament, where he voted with the liberal conservatives.

EDUCATION IN THE PRUSSIAN PARLIAMENT.

Education has formed a frequent subject of discussion in the Prussian Parliament. In 1870, several members introduced resolutions to ameliorate the teachers' position, but without leading to any result. During these discussions, a member from the province of Prussia showed that in the district of Gumbinnen, in his province, in 1837, there were 10½ per cent. of all the recruits entirely illiterate, while in 1827 the percentage had only been 6; but that during the administration of Raumer and Mühlner, (1860-66,) the percentage had again risen to 10½. He considered the miserable financial position of the teachers as the chief cause of this deplorable condition. Other members entirely coincided with his views, but nothing was done to remedy the evil.

At the opening of Parliament, November 27, 1871, King William, in his speech from the throne, referred to education in the following words: "Public instruction will this year require a larger appropriation than heretofore, in order to satisfy all the just demands of teachers and schools. The draught of a new school law will be introduced during the present session, which it is hoped will remedy many of the existing evils." This draught of a new law, looking chiefly to a complete separation of church and school, was introduced, and after considerable discussion was passed in both houses; in the lower house on the 11th March, 1872, by a vote of 125 ayes to 76 noes.

THE NEW PRUSSIAN SCHOOL LAW OF 1872.

The following is a literal translation of the new Prussian school-law of March 11, 1872, assigning the superintendence of all the schools, private and public, to the state, that is to say, to the political society, and withdrawing this superintendence from the clergy as clergy or priests, although the latter might be, and indeed are, largely appointed by the state as school superintendents:

LAW CONCERNING SUPERINTENDENCE OF INSTRUCTION AND EDUCATION.

"We, William, by the grace of God, King of Prussia, &c., &c., ordain, in conformity with article 23 of the constitution of January 31, 1850, with the consent of both houses of Parliament, for the whole monarchy, as follows:

"SECTION 1. Abolishing every decree or direction in single portions of the land to the contrary, the superintendence over all institutions of instruction and education, private and public, belongs to the state.

"SECTION 2. The appointment of local and district school inspectors belongs to the state alone. The commission given to the state inspectors of primary schools can be recalled at any time, if it be a secondary and additional, or an honorary, office.

"SECTION 3. This law does not touch the participation in the superintendence of schools belonging to the communes, nor article 24 of the constitution of January 31, 1850.

"SECTION 4. The minister of public instruction is charged with the execution of this law.

"Given, &c., &c., Berlin, March 11, 1872.

"WILLIAM.

"BISMARCK, and the seven ministers of the Prussian cabinet."

THE INFALLIBILITY DOGMA AND EDUCATION.

During the early part of 1871, Dr. Triebel, director of the teachers' seminary at Braunsburg, in the province of Prussia, and Dr. Wollman, teacher of religion at the gymnasium in the same town, who refused to accept the new dogma, were suspended from office by Dr. Krementz, bishop of Ermeland, while Dr. Braun, director of the gymnasium at Braunsburg, was without further ado suspended from office and excommunicated. Although the ministry of public instruction reminded the bishop of the illegality of his course of action, Dr. Krementz nevertheless demanded unconditional obedience to his orders by all the teachers of his diocese. Thereupon, the ministry commissioned the provincial school-council of the province of Prussia to issue the following order:

"As Dr. Wollman has been appointed by the government, it alone has the right to suspend him from office, if such a step should be deemed necessary. The bishop has no right whatever to meddle with the affairs of the gymnasium, much less to discharge any teacher. If the bishop believes that Dr. Wollman has become incapacitated for his office, he must first ascertain the exact facts of the case, and must then refer the whole matter to the government. In no case has the teacher of religion to obey any orders except those of the government."

Similar orders were issued with regard to Dr. Triebel and Dr. Braun. The bishops of Bonn and Breslau, who pursued the same course as Dr. Krementz, were likewise, by energetic orders from the university, reminded of their position. All the Roman Catholic bishops of the kingdom thereupon, on the 13th September, 1871, addressed a petition directly to the King, asking him to protect the oppressed Catholics in their rights.

SCHOOL FINANCES.

During the year 1871 the sum of 6,311,463 Prussian thalers (about \$4,544,253.36 gold) was expended for public instruction. The following are the most important items of expenditure: Ministry of public instruction, 149,260 thalers; provincial school councils, 77,630; examining committees, 12,797; the universities, 889,815; gymnasias and real-schools, 572,429; scientific and artistic institutions, 317,660; elementary instruction

1,339,009; with the following items: teachers' seminaries, 392,025; elementary schools, 837,616; gymnasia, 12,160; institutions for the deaf and dumb and the blind, 21,139; orphan schools, 76,065, &c.

TEACHERS' SEMINARIES.

There is a great lack of teachers in nearly all the provinces, owing partly to the low salary paid, and partly to the insufficient number of teachers' seminaries. In the course of the year a number of new seminaries have been opened, and others will soon be opened, especially in the provinces acquired by the war of 1866.

TEACHERS' SALARIES.

The salaries have hitherto been entirely insufficient, especially in the rural districts. While a number of cities, particularly in the western portion of the kingdom, have made praiseworthy efforts to make the position of their teachers more comfortable, a petition, signed by thousands of teachers, has been addressed to the Prussian Parliament, asking for an addition to their salaries, a regular increase at stated intervals, and a regulated system of pensions. Slowly but surely this end will be reached.

TEACHERS' SOCIETIES.

There are teachers' societies in all the provinces, district societies in the district, and city societies in most of the larger cities. The Prussian societies have, during the last year, displayed a great activity, in the way of meetings, lectures, discussions, &c.; but few practical results have been reached. The two favorite subjects of discussion were the separation of church and school, and the formation of a general German teachers' society.

SCHOOLS FOR YOUNG PERSONS WHO HAVE FINISHED THEIR SCHOOLING, (FORTBILDUNGSSCHULEN.)

Of these schools there are a great number throughout the whole monarchy, and of all kinds and grades, to suit the most varied demands. A model school of this kind for ladies is the Victoria Lyceum, in Berlin, which is under the special patronage of the crown princess. The teachers are all men of standard excellence in their respective subjects, and lectures are delivered on general history, history of Germany, German literature, history of music, history of the fine arts, French and English literature, botany and chemistry. Other schools are more devoted to industrial pursuits, and might well be termed industrial schools; while some only go over the elementary branches, with the addition of some mathematics, natural sciences, &c. Some are devoted to drawing; others to agriculture, &c. These schools are open mostly in the evening, and are attended by apprentices and other young persons in business. Many of these schools are private establishments; some are municipal, while others are supported by various societies.

GYMNASTICS.

Gymnastics is taught in almost all the schools, and the government encourages it in every way. In a recent circular the minister says: "It is acknowledged everywhere, by soldiers and civilians, that the astonishing accomplishments of our armies in the late war, especially their thorough discipline, exhibited in the most cheerful and self-sacrificing manner, their skill in overcoming natural and artificial hinderances in the enemy's country, their courage and calmness in battle, the calmness with which they bore pain and privations, must, in a large measure, be attributed to their gymnastic education."

Special zeal is displayed in the province of Prussia, where, in the five districts of Königsberg, Gumbinnen, Danzig, Marienwerder, and Bromberg, there are 34 gymnastic societies, with 3,062 members. The provincial gymnastic society employs a migratory teacher of gymnastics, who makes his regular rounds. In the city of Osnabrück (province of Hanover) the system of gymnastics has been introduced in the two upper classes of the city schools, and the results have been interesting. In all cases the children of the poorer classes showed less nimbleness than those of the rich. The most extensive and magnificent arrangements for instruction in gymnastics are to be found in the city of Breslau, (province of Silesia,) where there are most perfect arrangements for female gymnastics.

SCHOOL HYGIENE.

In February, 1871, a "medico-pedagogical society" was formed in Berlin, consisting of educators and physicians. Its aim is to further school hygiene in all its branches. In one of the last sessions the feasibility of a reliable school-pathology was discussed; and, as a step in this direction, the keeping of accurate tables was recommended, in which all cases of sickness of school-children are to be entered. The society is young; but some of the best educators and the most eminent men of science are among its members, and good results from its activity may confidently be looked for.

STATISTICS OF ILLITERACY.

The following are accurate statistics of the illiteracy among the Prussian conscripts:

Provinces.	Percentage of conscripts unable to read and write.				
	1841.	1846-'49.	1851-'52.	1866-'67.	1869-'70.
Prussia	15.33	9.24	10.04	12.28	11.00
Posen	41.00	18.22	20.67	13.80	14.38
Brandenburg	2.47	1.10	0.76	0.81	0.59
Pomerania	1.33	1.01	0.93	1.19	1.08
Silesia	9.22	5.88	4.78	3.42	2.86
Saxony	1.19	0.37	0.64	0.17	0.37
Westphalia	2.14	1.69	2.11	1.63	1.03
Rhenish Prussia	7.06	3.43	2.54	0.68	0.75
Hohenzollern					
Hanover				2.28	0.87
Schleswig-Holstein				2.21	0.69
Hesse				0.56	0.22
Nassau and Frankfort				0.33	
Lauenburg				1.90	0.06
Whole monarchy			4.81	3.81	3.37

SCHOOL STATISTICS OF BERLIN.

The following are the official school statistics of Berlin (population about 900,000) for the year 1871: Number of elementary schools 218, with 1,982 classes and 93,198 scholars, (49,446 boys and 43,752 girls.) Of these scholars, 7,371 were older than 14, and 85,827 younger. Of the schools, 93 private schools were under the supervision of the municipal authorities, and 64 schools were supported by, as well as under the supervision of, the same authorities; 53,515 children were instructed at the expense of the city. The teachers are classed according to their salary, in the following manner: 16 with 900 thalers each; 16 with 850; 57 with 800; 13 with 700; 92 with 650; 91 with 500; 123 with 450; 238 with 400; 43 with 350; 75 with 300; 209 with 72; 15 with 60. Total number of teachers 957, (596 males and 361 females.) The expenditure for the municipal schools amounted to 475,762 thalers, and that for the private schools to 116,085. Fines for truancy were imposed to the number of 16,639, amounting, in all, to 2,379 thalers. In 1,560 cases the punishment consisted in imprisonment.

REUSS-GREIZ.

(Absolute Monarchy—Principality. Area, 148 square miles. Population, 45,094.)

Highest educational authority, THE PRESIDENT OF THE GOVERNMENT, O. MEUSEL.

No report has been received for this year.

REUSS-SCHLEIZ.

(Constitutional Monarchy—Principality. Area, 297 square miles. Population, 89,032.)

Highest educational authority, THE PRESIDENT OF THE MINISTRY, DR. VON HARBOU.

ACTION OF THE CHAMBERS WITH REGARD TO EDUCATION.

The chambers, which assembled at Gera, adjourned on the 29th November, 1871, after having passed all the bills relating to education, the most important one being a bill granting government subsidies toward the building of new school-houses.

SCHOOL DISTRICTS.

The whole country is divided into 3 dioceses, with 15 school districts. Every district has its school-inspector, appointed by the government, who presides at the annual teachers' conferences of his district. So far there is no general teachers' society, but energetic endeavors are being made to establish one.

SAXE-ALTENBURG.

(Constitutional Monarchy—Duchy. Area, 509 square miles. Population, 142,122.)

Highest educational authority, THE PRESIDENT OF THE MINISTRY, F. L. VON GERSTENBERG, EDLER VON ZECH.

TEACHERS' SALARIES.

The salaries of teachers were entirely inadequate, and many teachers had, therefore,

to resort to some other means of earning money. By a bill introduced in the chambers, which doubtless will become a law, the lowest salary will be 250 Prussian thalers, and the highest 400.

NUMBER OF CLASSES IN SCHOOLS.

In the whole duchy there is not a single school with only one class; all the schools having at least two classes.

SAXE-COBURG-GOTHA.

(Constitutional Monarchy—Duchy. Area, 509 square miles. Population, 174,339.)

Highest educational authority for Gotha, PRESIDENT OF THE MINISTRY VON SEEBACH.
Highest educational authority for Coburg, MINISTERIAL COUNSELOR H. ROSE.

CHANGE IN THE SCHOOL-LAW.

The Gotha school-law, dated July 1, 1863, is to undergo a change. The change will refer chiefly to disciplinary measures, the preparation of teachers, the regulation concerning private schools, the maximum and minimum of children in one class, and a stricter separation of ecclesiastical and school affairs. The teachers' seminary will have a preparatory class added to it.

GYMNASTICS.

Since 1863 gymnastics forms an obligatory branch of instruction in all the schools of the duchy. During the months of July and August, a professor of gymnastics was commissioned by the government to make a tour of inspection through the whole country, and prepare a report on the state of instruction in gymnastics.

SAXE-MEININGEN.

(Constitutional Monarchy—Duchy. Area, 933 square miles. Population, 187,884.)

Minister of justice, ecclesiastical affairs, and public instruction, PRIVY COUNSELOR F. VON UTTENHOVEN.

STATISTICS.

The teachers' seminary at Hildburghausen had 1 director, 6 teachers, 4 assistant teachers, and 74 students. Connected with the seminary there is a very excellent normal school and an institution for the deaf and dumb.

The gymnasium at Meiningen had 205 students, the gymnasium at Hildburghausen 116, and the real-school at Meiningen 146. Evening and Sunday schools, in which education is compulsory, have been established by 20 (chiefly rural) communities. The town of Sonneberg (population, 4,000) has established an industrial school with a one-year's course, embracing German, French, English, history, geography, mathematics, natural sciences, drawing, modeling, vocal music, and gymnastics.

SAXE-WEIMAR.

(Constitutional Monarchy—Grand-Duchy. Area, 1,421 square miles. Population, 286,183.)

Highest educational authority, PRIVY COUNSELOR Dr. G. T. STICHLING.

TEACHERS' SOCIETIES.

There are quite a number of teachers' societies, prominent among which are the Pedagogical Seminary, under the leadership of Dr. Stoy, at Jena, and the Pedagogical Society, at the same place, numbering among its members nearly all the teachers of the higher elementary schools, and the Pedagogical Society at Eisenach. The latter usually holds twelve sessions every winter.

PRIVATE SCHOOLS.

Among the private schools of the grand-duchy and of Germany, the boys' boarding-school of Dr. Käferstein, at Jena, occupies a high rank. It has 3 gymnasium-classes, 4 real-classes, and 2 elementary classes, and is therefore a combination of gymnasium, real-school, and elementary school. Instruction in Latin commences in the third year, French in the fifth year, Greek and English in the sixth year.

TEACHERS' SALARIES.

The salaries of teachers were, in a great many cases, entirely too small. The government has taken the matter in hand, and intends, in consideration of the very favorable financial condition of the country, to raise the salaries considerably.

SAXONY.

(Constitutional Monarchy—Kingdom. Area, 6,777 square miles. Population, 2,556,244.)

Highest educational authority, THE MINISTER OF PUBLIC INSTRUCTION, Dr. C. F. W. GERBER.

SCHOOL FINANCES.

The appropriation for educational purposes for 1872 amounted to 774,000 thalers, (one thaler=72 cents, gold,) being 169,599 more than the preceding year. The increase is to serve in raising the teachers' salaries. The items of the appropriation are distributed in the following manner: University at Leipzig, 164,857; for the gymnasia, 112,308; for industrial schools, 22,000; for the schools for toy manufacture, weaving-schools, sewing-schools, schools of embroidering, straw-plaiting schools, spinning-schools, navigation-schools, (for river navigation,) drawing and Sunday schools, 2,250; special higher schools for the above-mentioned branches of industry, 16,250; business-colleges, 1,600; teachers' seminaries, 105,338; institutions for the deaf and dumb, 30,751; elementary schools, 160,825; for a new polytechnic school at Dresden, 400,000, &c.

THE NEW SCHOOL-LAW DISCUSSED BY THE LUTHERAN SYNOD.

The government had already in 1870 prepared the draught of a new school-law, which, however, was not discussed by the chambers till this present (1872) session. Its fate so far is not known. As the new law proposed to define more clearly the relation of the school to the church and the state, the ministry of public instruction deemed it advisable first to hear the opinion of the Saxon Lutheran synod, which met in Dresden in May, 1871. The most important subject of discussion was the following paragraph of the new law: "All the functions of the Evangelical-Lutheran church authorities which hitherto have been exercised by the ministry of ecclesiastical and school affairs pass over into the hands of a new ecclesiastical board, (*Oberconsistorium*.) The highest authority in educational matters remains with the ministry of public instruction, with the exception of religious instruction, which is under the superintendence of the *Oberconsistorium*, the new ecclesiastical board." The majority of the synod supported the government, but a strong minority openly expressed themselves against the new law. After long and violent discussion, it was resolved to lay the new school-law in full before the synod before it was laid before the chambers.

REAL-SCHOOLS.

By a ministerial decree of December 2, 1870, the course of instruction in the real-schools of the higher grade was raised from six to seven years. All the scholars in these real-schools are obliged to study Latin, so as to be able to read Livy, Sallust, and Cicero, in the first (highest) class. In the real-schools of the lower grade, two foreign languages must be studied. The number of real-schools is constantly increasing, and all of them are filled to their utmost capacity.

TEACHERS' SEMINARIES.

The Saxon teachers' seminaries enjoy a well-merited reputation. Their course of instruction embraces the following subjects: Religion, (dogmatically,) exegesis of the most important books of the Old and New Testaments, church history; German grammar and literature, (also ancient German and Gothic;) arithmetic, geometry, geography, history, natural history, natural philosophy, pedagogics, history of education, catechetics, psychology, penmanship, drawing, gymnastics, piano, organ, and violin, vocal music, and thorough-base. Connected with every seminary there is a practice-school. In some seminaries one or two foreign languages are taught.

WANT OF TEACHERS.

The number of teachers' places in the kingdom of Saxony is 4,549, while the number of teachers is only 4,411; so that, in spite of the numerous and well-attended seminaries, there are 138 teachers wanting. In view of this want, the government contemplates the establishment of another new seminary in the district of Zwickau, (one was established a few years ago at Zschoppau.)

SCHOOL-HYGIENE.

At the sixth annual meeting of the Saxon Medical Society, held at Dresden in November, 1871, a resolution was moved to petition the government to place all the schools under medical supervision; but as Dr. Hübel declared, in the name of the ministry, that by the new school-law all school-houses would be placed under medical supervision, and that the district-physicians were to become members of the regular conferences of district-school inspectors, the motion was taken back. It was resolved to petition the ministry to introduce instruction in hygiene, at least in all the higher schools; and this petition will in all probability be granted.

All teachers have to keep a regular account of the vaccination of their scholars. According to the accounts sent to the ministry, 46,884 children out of 51,980 who entered school during the year had been vaccinated. Of those that had not been vaccinated 36.6 per cent. were attacked by the small-pox, while of those that had been vaccinated only 1.2 per cent. had the disease.

EVENING AND SUNDAY SCHOOLS.

There is in Saxony a very large number of such schools, to suit all demands. In the Dresden district there were 23 Sunday-schools, with 1,953 scholars; in the Zittau district there were 12 Sunday-schools, with 910 weaving-machines; in the Plauen district there were 20 Sunday schools, with 2,110 scholars; in the Chemnitz district 54, with 6,897 scholars. In many of these schools French, English, book-keeping, arithmetic, penmanship, drawing, and natural sciences are taught, and all of them are well attended by apprentices, clerks, &c. Recently, also, an agricultural Sunday and evening school has been started near Bautzen, attended by teachers and young persons between the ages of 15 and 32, to the number of 72.

PRIVATE SCHOOLS.

Saxony possesses a great number of very excellent private schools of all grades, especially in the cities of Dresden and Leipzig. A peculiar school is the private school for girls, founded by Miss Grossmann in Dresden. All the studies in this school are taught by three teachers, a German, a Frenchman, and an Englishman. Every subject is first taught in German, then the same subject in French, and lastly in English.

GYMNASTICS.

At Dresden there is a famous normal school of gymnastics. The number of scholars was 1,769, among whom there were 458 who prepared themselves for the profession of teacher of gymnastics. Some of the pupils came from Hanover, Hesse, Brunswick, Lippe-Detmold, Finland, and Hungary.

TEACHERS' SOCIETIES.

Since April, 1870, there has existed in Dresden a society of drawing-teachers, which has already held ten meetings, and discussed the whole subject in its various aspects. A peculiar institution is the Teachers' Fire Insurance Society, numbering 2,237 members. The capital of this society amounts to 2,109,610 thalers, and during the last year 5,704 thalers were paid. There are numerous other teachers' societies, for scientific purposes and for mutual relief.

EDUCATION OF IDIOTS.

The institution for idiots at Hubertsburg, which has been in existence for 25 years, has been very successful. During this period 221 persons were admitted, (168 boys and 53 girls,) of whom the greater majority have become useful citizens. The institution was opened with 10 boys, and numbers now 46 inmates, (33 boys and 13 girls,) between the ages of 6 and 17. The number of idiots, however, is greater than the institution can accommodate; for while in Saxony there is only one blind person to every 1,385 of the population, one deaf-mute to every 1,636, there is one idiot to every 497. The largest percentage of idiots (0.5 per cent.) is in the cities of Dresden, Leipzig, Chemnitz, and in the valleys of the Erzgebirge.

VITAL STATISTICS.

According to careful statistics, the total age of 100 teachers and 100 clergymen who died during the years 1861-'63 was 6,392 for the clergymen and 5,391 for the teachers, making the average age of a clergyman 63.92 years, and that of a teacher 53.91, (10.01

years less.) With regard to the ages at the time of death, they are grouped in the following manner :

Ages at time of death.	Clergymen.	Teachers.	Ages at time of death.	Clergymen.	Teachers.
Between 20 and 30	2	8	Between 60 and 70	24	25
Between 30 and 40	9	15	Between 70 and 80	26	11
Between 40 and 50	12	14	Between 80 and 90	4	2
Between 50 and 60	32	25			

SCHAUMBURG-LIPPE.

(Constitutional Monarchy—Principality. Area, 212 square miles. Population, 32,051.)

Highest educational authority, THE PRESIDENT OF THE COUNCIL OF MINISTERS, (vacant.)

[No report has been received this year.]

SCHWARZBURG-RUDOLSTADT.

(Constitutional Monarchy—Principality. Area, 340 square miles. Population, 75,523.)

Minister of finance, ecclesiastical affairs, and public instruction, PRIVY COUNSELOR BARON J. A. KETELHODT.

EDUCATION IN THE CHAMBERS.

During the last session of the chambers, held at Rudolstadt, the majority, with regard to the relation between church and school, expressed the opinion that the church had no authority whatever over the public schools.

TEACHERS' CONFERENCE.

The general teachers' conference of Schwarzburg-Rudolstadt held its twenty-first annual session at Schwarzburg in July, 1871. Two subjects were especially discussed—the study of the German classics and poets in the public schools and in the teachers' seminaries as the best means of awakening a noble patriotism, and to develop mind and character; and the subject of punishments. On the first subject several enthusiastic speeches were made, and all the members were in favor of introducing these studies.

SCHWARZBURG-SONDERSHAUSEN.

(Constitutional Monarchy—Principality. Area, 318 square miles. Population, 67,191.)

Minister of justice, ecclesiastical affairs, and public instruction, PRIVY COUNSELOR G. BLEY.

TEACHERS' SALARIES.

In the last session of the Schwarzburg-Sondershausen chambers the government proposed an increase of teachers' salaries, which was passed, so that since January 1, 1872, the minimum salary of elementary teachers has been 275 thalers in the three principal cities, 250 in the smaller cities, and 200 in the rural districts. Every five years the salary is to be raised 25 thalers, till, after having taught 15 years, the salary is respectively 350, 325, 275 thalers, the maximum.

MEETING OF KINDERGARTEN-TEACHERS.

On the 28th September, 1871, a conference of kindergarten-teachers from all parts of Central Germany was held at Arnstadt. Rev. Steinacker spoke on Froebel's system as the "Preliminaries of peace between the parental home, the school, the infant-school, and the kindergarten."

WALDECK.

(Constitutional Monarchy—Principality. Area, 466 square miles. Population, 56,218.)

President of the council of public instruction, COUNCILOR G. GLEISNER.

TEACHERS' CONFERENCE.

The Teachers' Society of Waldeck held its annual meeting at Sachsenhausen during April, 1871. Twenty different subjects were discussed, and a progressive spirit manifested itself. All agreed that church and school must be separated; that the teacher should have the same privilege as all the other civil officers of the government; and that nothing should be more avoided by teachers than a mere mechanical method of instruction.

WÜRTEMBERG.

(Constitutional Monarchy—Kingdom. Area, 7,840 square miles. Population, 1,818,541.)

Minister of ecclesiastical affairs and public instruction, DR. VON GESSLER.

STATISTICS.

The number of elementary teachers is 3,671, viz, 2,474 Protestants and 1,197 Roman Catholics. The salaries vary between 700 and 180 florins. Most of the schools are very much crowded, and there is such a want of teachers that, although last year 113 teachers left the seminaries after having finished their studies, there were a great many vacancies.

TEACHERS' SOCIETIES.

The Württemberg Teachers' Society held its annual meeting at Ludwigsburg in August, 1871. The chief subjects of discussion were: German education as it should be to correspond to the grandeur and glory of the new German empire, especially by making the teacher's position more honorable in society; the necessity of an increase of the salaries of teachers and the pensions to teachers' widows.

SUNDAY AND EVENING SCHOOLS.

Württemberg was the first German state where such schools were established, and their number is now very large. Recently an ineffectual attempt was made to make attendance in the schools compulsory. As it is, attendance is entirely voluntary, a small school-fee is charged, and scholars who manifest a want of diligence or talent are discharged; but, nevertheless, these schools are all crowded to their utmost capacity.

SCHOOL-HYGIENE.

The ministry has published a decree, giving special sanitary regulations for schools. Each school must have a play-ground and gymnastic apparatus, and separate rooms for the two sexes; the length of the school-rooms must not exceed 12 meters, and the height must be at least 3.4 meters. Great care is recommended as to the paint used for walls and furniture, that it does not contain any poisonous matter. Earthenware stoves are recommended in preference to iron stoves. In every school there is to be a separate room for the teacher, and in larger schools a room for scientific collections. Every school-room must have a wash-bowl and towel and a cloak-room. Rooms, stair-cases, and entries must be swept daily, and scoured at least four times a year; there must be good light and ventilation; and the temperature of the school-room is never to be less than about 62 degrees. If in summer the thermometer shows 77 degrees in the shade during the forenoon, there is to be no school in the afternoon. The scholars should be afforded an opportunity of changing their position by letting them sit and stand alternately. The means of punishing is to be a thin switch, which must have the prescribed length of half a meter.

GERMAN EDUCATIONAL LITERATURE.

No material being at hand to give an accurate exhibit of the educational literature of Germany for the year 1871, an exhibit for the preceding year, 1870, is given. The number of educational works published during the year was 1,174. This number only includes text-books for schools and private study, books for children, and the history

of education, as well as works on special educational questions. According to subjects, the educational literature of 1870 is grouped in the following manner:

Subjects.	No. of works.	Subjects.	No. of works.
Music.....	384	Readers.....	37
Mathematics.....	132	Modern languages.....	33
Gymnastics.....	118	History of education, &c.....	31
Natural sciences.....	80	German literature.....	25
History.....	76	Drawing.....	25
Geography.....	64	Penmanship.....	13
Religion.....	58	Total.....	1,174
Books for children.....	57		
German grammar.....	41		

SCHOOL-PROGRAMMES.

A peculiar feature of German educational literature are the school-programmes, published annually by the gymnasia and the real-schools. It is an ancient and time-honored custom, that every year the director or one of the professors writes a scientific essay on a subject chosen by himself. Many of these essays possess the highest literary merit, and the authors not infrequently publish a collection of their essays in book-form. Some of them are of considerable length, (upward of 100 closely-printed pages,) and they embrace the most varied subjects, as the following table for the year 1870 will show:

Subjects.	No. of essays.	Subjects.	No. of essays.
Philology.....	245	Philosophy.....	11
Education.....	208	Geography.....	7
History.....	76	History of art.....	4
Natural sciences.....	69	Bibliography.....	2
Mathematics.....	47	Total.....	687
Theology.....	18		

EDUCATIONAL JOURNALS AND PERIODICALS.

The number of educational journals and periodicals published in Germany is 67, viz, 62 Protestant and 5 Roman Catholic. Distributed according to states, they are grouped in the following manner:

States.	No. of journals.	States.	No. of journals.
Prussia.....	30	Saxo-Weimar.....	1
Saxony.....	15	Brunswick.....	1
Württemberg.....	8	Hamburg.....	1
Bavaria.....	2	Oldenburg.....	1
Hesse.....	3	Alsace.....	1
Baden.....	2	Total.....	67
Reuss-Schleiz.....	2		

STATISTICS OF THE GERMAN UNIVERSITIES IN 1871-72.

In the following table the statistics of the universities of the German empire are first given by themselves, and then the statistics of those universities in Switzerland, Austria, and Russia where German is exclusively used as the language of instruction, and which are justly considered as homesteads of German science and German culture.

UNIVERSITIES.	PROFESSORS.						STUDENTS.							
	Ordinary.	Extraordinary.	Honorary.	Private. (Privat do- centen.)	Tutors.	Total.	Theology.		Law and political economy.	Medicine, surgery, and pharmacy.	Philosophy, philolo- gy, mathematics, and natural sciences.	Total number of ma- triculated students.	Non-matriculated stu- dents, (i. e., entitled to attend lectures.)	Total.
							Protestant.	Catholic.						
Germany:														
Berlin	51	57	2	62	6	178	280	.....	837	503	966	2,603	1,578	4,181
Bonn	48	21	1	27	1	98	51	128	192	175	201	747	58	805
Breslau	49	12	3	36	7	107	62	117	209	192	322	914	53	967
Erlangen	34	8	1	5	5	53	163	.....	45	103	33	344	.....	344
Freiburg	31	7	1	7	4	50	.....	95	30	56	46	227	12	239
Gießen	32	8	1	7	5	53	19	.....	86	172	106	280	26	306
Göttingen	57	22	1	28	6	114	113	.....	142	342	377	804	1	805
Greifswald	33	7	.....	10	3	53	18	.....	34	187	82	476	47	523
Halle	41	14	1	27	7	90	282	.....	91	94	410	970	45	1,015
Heidelberg	38	21	2	31	14	106	34	.....	299	77	144	571	69	640
Jena	27	18	7	5	6	63	97	.....	72	50	112	358	36	394
Kiel	29	5	.....	18	5	57	45	.....	12	170	28	135	35	170
Königsberg	38	8	.....	19	5	70	79	.....	141	436	154	544	14	558
Leipzig	52	49	4	30	4	139	412	.....	717	194	639	2,204	71	2,275
Marburg	39	5	.....	17	4	65	50	.....	20	309	139	403	25	428
München	63	13	12	19	5	112	.....	76	372	.....	394	1,241	.....	1,241
Münster	13	8	.....	5	1	27	.....	232	.....	39	185	417	4	421
Rostock	29	1	.....	7	1	38	40	.....	35	.....	14	128	1	129
Strasburg	38	8	1	.....	.....	47	.....	.....	.....	.....	.....	.....	.....	.....
Tübingen	42	17	.....	10	5	74	208	85	151	89	175	708	100	808
Würzburg	34	6	.....	17	3	60	.....	156	119	396	136	807	8	815
Total in the Ger- man empire	818	315	37	387	97	1,654	1,952	889	3,604	3,769	4,686	14,901	2,183	17,084
Austria:														
Graz	40	10	.....	17	3	70	.....	103	103	313	292	143	850	996
Innsbruck	41	7	.....	9	1	58	.....	197	197	104	79	148	528	676
Prague	48	22	1	20	6	97	.....	207	207	640	500	955	1,612	1,709
Vienna	74	38	1	85	8	206	.....	198	198	1,304	1,383	679	3,564	3,881
Russia:														
Dorpat	36	4	1	14	11	66	92	.....	.....	218	259	179	748	755
Switzerland:														
Basle	30	10	1	21	4	66	41	.....	.....	14	68	38	161	161
Berne	27	10	3	21	.....	61	24	.....	.....	69	135	20	248	302
Zurich	34	14	.....	30	.....	78	43	.....	.....	21	169	78	311	352
Total in other countries	330	115	7	217	33	702	200	705	2,682	2,885	1,550	8,022	676	8,698
Grand total	1,148	430	44	604	130	2,356	2,153	1,594	6,286	6,654	6,236	22,923	2,859	25,782

GREAT BRITAIN AND IRELAND.

(Constitutional Monarchy—Kingdom. Area, 20,879 square miles. Population, 31,817,108.)

Lord president of the council on education, EARL OF RIPON; vice-president of the committee of the council on education, WILLIAM EDWARD FORSTER.

I.—ENGLAND AND WALES.

(Population, 22,704,108.)

CODE (1872) OF MINUTES OF THE EDUCATION-DEPARTMENT.*

1. A sum of money is annually granted by Parliament "for public education in Great Britain."
2. This grant is administered by the education-department.
3. The object of the grant is to aid local exertion, under certain conditions, to maintain—
 - a. Elementary schools for children; and
 - b. Training-schools for teachers.
4. An elementary school is a school or department of a school at which elementary

* The education-department administers the schools in England, Wales, and Scotland.

education is the principal part of the education there given, and does not include any school or department of a school at which the ordinary payments, in respect of the instruction, from each scholar exceed ninepence a week.

5. Aid to maintain schools is given by annual grants to the managers, conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

6. No grants are made to elementary schools which are not public elementary schools.

7. No grant is made in respect of any instruction in religious subjects.

8. Officers are employed to verify the fulfillment of the conditions on which grants are made, to collect information, and to report the results to the education-department.

9. These officers are inspectors appointed by Her Majesty, on the recommendation of the education-department, and persons appointed by the department, as occasion requires, in the capacity of acting inspectors, or inspectors' assistants.

10. No grant is paid except on a report from an inspector, showing that the conditions of the grant have been fulfilled. The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

11. The education-department, at the time of agreeing to make grants to an elementary school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the department informs the managers of a change. Notice of the day of the inspector's annual visit is given beforehand to the managers.

12. An inspector may visit any public elementary school at any other time without notice.

13. Grants are issued to each elementary school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

14. No undertaking should be commenced in general reliance upon aid from the parliamentary grant. An application for such aid should, in the first instance, be addressed to the secretary of the education-department, London. Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the education-department, and must give notice of any change of correspondent. Teachers cannot act as managers of, or correspondents for, the schools in which they are employed.

16. After May 31, 1871, no grant shall be made to any elementary school which is not a public school, and no grant shall be made except in pursuance of a memorial duly signed and containing the information required by the education-department for enabling them to decide on the application.

ANNUAL GRANTS—PRELIMINARY CONDITIONS.

17. Before any grant is made to a school, the education-department must be satisfied that—

- a. The school is conducted as a public elementary school, and no child is refused admission to the school on other than reasonable grounds.
- b. The school is not carried on with a view to private emolument.
- c. The school-premises are healthy, well lighted, drained, and ventilated, properly furnished, supplied with suitable offices, and contain in the principal school-room at least 80 cubic feet of internal space, and in the school-room and class-rooms at least 8 square feet of area for each child in average attendance.
- d. The principal teacher is certificated, (article 43.)
Exception: Evening-schools may be taught by pupil-teachers who have completed their engagement with credit, (article 79.)
- e. Notice is immediately given to the department of the date at which the teacher enters on the charge of the school, from which date the grant is computed.
- f. The girls in the school are taught plain needle-work and cutting out as part of the ordinary course of instruction.
- g. The infants, if any, attending the school are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.
- h. Registers of admission and daily attendance and accounts of income and expenditure are accurately kept and duly audited, and all statistical returns and certificates of character (articles 67, 77, and 80) may be accepted as trustworthy.
- i. Three persons have designated one of their number to sign the receipt for the grants on behalf of the school.

Exception: The treasurer of a school-board signs the receipt for grants to schools provided by the board.

18. The grant may be withheld if, on the inspector's report, there appears to be any serious *prima-facie* objection. A second inspection, wherein another inspector takes part, is made in every such instance; and if the grant be finally withheld, a special minute of the case is made and recorded.

GRANTS TO DAY-SCHOOLS.

19. The managers of a school which has met not less than 400 times, in the morning and afternoon, in the course of a year, as defined by article 13, may claim at the end of such year—

A. The sum of 6*s.* per scholar, according to the average number in attendance throughout the year, (article 26.)

B. For every scholar present on the day of examination who has attended not less than 250 morning or afternoon meetings of the school :

1. If above four and under seven years of age at the end of the year, article 13:

a. 8*s.*; or

b. 10*s.* if the infants are taught as a separate department by a certificated teacher of their own, in a room properly constructed and furnished for their instruction.

2. If more than 7 years of age 12*s.*, subject to examination, (article 23,) viz :

4*s.* for passing in reading;

4*s.* for passing in writing; and

4*s.* for passing in arithmetic.

20. 150 attendances (article 23) qualify for examination :

a. Scholars attending school under any half-time act; and

b. Boys above 10 attending school in a rural district.

21. If the time-table of the school, in use throughout the year, has provided for one or more specific subjects of secular instruction beyond article 23,

A grant of 3*s.* per subject may be made for every day-scholar, presented in standards IV-VI, (article 23,) who passes a satisfactory examination in not more than two of such subjects.

No grant may be claimed under this article on account of any scholar who has been examined, in the same subject, within the preceding year, by the department of science and art.

GRANTS TO EVENING-SCHOOLS.

22. The managers of a school which has met not less than 80 times in the evening, in the course of a year, as defined by article 107, may claim :

a. The sum of 4*s.* per scholar, according to the average number in attendance throughout the year, (article 26.)

b. For every scholar who has attended not less than 50 evening-meetings of the school, 7*s.* 6*d.*, subject to examination, (article 23,) viz: 2*s.* 6*d.* for passing in reading, 2*s.* 6*d.* for passing in writing, and 2*s.* 6*d.* for passing in arithmetic.

CALCULATION OF ATTENDANCE.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours, nor attendance at an evening-meeting for any scholar who has been under similar instruction less than one hour and a half.

24. Attendance of boys at drill, under a competent instructor, for not more than two hours a week, and 20 weeks in the year, may, in a day-school, be counted as school attendance.

25. Attendance may not be reckoned for any scholar above 18, or in a day-school under 3, or in an evening-school under 12 years of age.

26. The average number of scholars in attendance for any period is found by adding together the attendances of all the scholars for the same period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

27. In calculating the average number in attendance, the attendances of half-time scholars reckon for no more than those of other scholars.

Standards of examination.

	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
28.						
31	<p>One of the narratives next in order after monosyllables in an elementary reading-book used in the school.</p> <p>Copy in manuscript character a line of print, and write from dictation a few common words.</p> <p>Simple addition and subtraction of numbers of not more than four figures, and the multiplication-table to multiplication by six.</p>	<p>A short paragraph from an elementary reading-book.</p> <p>A sentence from the same book, slowly read once, and then dictated in single words.</p> <p>The multiplication-table, and any simple rule as far as short division inclusive.</p>	<p>A short paragraph from a more advanced reading-book.</p> <p>A sentence slowly dictated once by a few words at a time from the same book.</p> <p>Long division and compound rules, (money.)</p>	<p>A few lines of poetry or prose, at the choice of the inspector.</p> <p>A sentence slowly dictated once, by a few words at a time, from a reading-book, such as is used in the first class of the school.</p> <p>Compound rules, (common weights and measures.)</p>	<p>A short ordinary paragraph in a newspaper or other modern narrative.</p> <p>Another short ordinary paragraph in a newspaper or other modern narrative, slowly dictated once by a few words at a time.</p> <p>Practice and bills of parcels.</p>	<p>To read with fluency and expression.</p> <p>A short theme or letter of an easy paraphrase.</p> <p>Proportion and fractions, vulgar and decimal.</p>
El Reading						
Writing						
Arithmetic						

29. No scholar may be presented a second time for examination—
 a. Under a lower standard ; or
 b. Under the same standard.
30. After March 31, 1873, no day-scholar above 9 years of age and no evening-scholar above 13 will be examined in standard I.
31. After March 31, 1874, no day-scholar above 9 years of age and no evening-scholar above 14 will be examined in standard II.

REDUCTION OF GRANT.

32. The grant is reduced—
 a. In the year defined by article 13, by its excess above—
 1. The income of the school from fees, rates, and subscriptions;
 2. The rate of 15s. per scholar, according to the average number in attendance;
 3. One-half the expenditure on the annual maintenance of the school.
- b. By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction or discipline on the part of the teacher, or (after six months' notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the inspector at a visit of surprise, (article 12,) not less than six months after notice has been given of the requirements of the education-department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.
- c. At the rate of £20 per year for every 40 scholars, after the first 20, of the average number in attendance, unless there has been during the year one pupil-teacher fulfilling the conditions of article 70, for every such 40 scholars. A certificated (article 43) assistant teacher, or an assistant fulfilling the conditions of article 79, is equivalent to two pupil-teachers. The forfeiture may be reduced from £20 to £10 if a pupil-teacher fails in examination but produces the prescribed certificates, (article 77.) This reduction of the forfeiture is made only for the same pupil-teacher, and not in successive years for the same school.
- d. By 1s. per scholar, according to the average number in attendance throughout the year, unless vocal music forms a part of the ordinary course of instruction.
33. If the excess of scholars has arisen from increased attendance of children since the last settlement of the school-staff, (article 39,) the grant is not reduced under article 32.

SCHOOL-DIARY, OR LOG-BOOK.

34. In every school receiving annual grants, the managers must provide out of the school-funds, besides registers of attendance, (article 17,)
 a. A diary, or log-book;
 b. A portfolio to contain official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.
35. The diary, or log-book, must be stoutly bound, and contain not less than 500 ruled pages.
36. The principal teacher must make, at least once a week, in the log-book, an entry which will specify ordinary progress and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c., which may require to be referred to at a future time, or may otherwise deserve to be recorded.
37. No reflections or opinions of a general character are to be entered in the log-book.
38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.
39. The summary of the inspector's report, and any remarks made upon it by the education-department, when communicated to the managers, must be copied *verbatim* in the log-book, with the names and standing of all teachers, to be continued on, or added to, or withdrawn from, the school-staff, according to the decision of the education-department upon the inspector's report. The correspondent of the managers must sign this entry, which settles the school-staff for the year.
40. The inspector will call for the log-book at every visit, and will report whether it appears to have been properly kept. He will specially refer to the entry made pursuant to article 39, and he will require to see entries accounting for any subsequent change in the school-staff. He will also note in the log-book every visit of surprise, making an entry of such particulars as require the attention of the managers.

TEACHERS REFERRED TO IN THE PRECEDING SECTIONS.

41. The recognized classes of teachers are:
 - a. Certificated teachers.
 - b. Pupil-teachers.
 - c. Assistant teachers.
42. Lay persons alone can be recognized as teachers in elementary schools.

CERTIFICATED TEACHERS.

43. Teachers, in order to obtain certificates, must be examined, (article 44,) and must undergo probation by actual service in school, (article 51.)

EXAMINATION.

44. Examinations are held in December of each year at the several training-schools under inspection, (article 100.)
45. A syllabus of the subjects of examination for male and female candidates, respectively, may be had on application to the education-department.
46. The names of teachers desiring to be examined must be notified by the managers of their schools to the education-department before the first day of October preceding the examination.
47. Candidates admissible to be examined for certificates must be—
 - a. Students who have resided for one year in training-schools under inspection; or,
 - b. Teachers of elementary schools, (article 4,) to which annual grants are or may be made, who are upward of 21 years of age, and have either—
 1. Completed an engagement as pupil-teacher satisfactorily; or
 2. Obtained a favorable report from an inspector.
48. Teachers attending the examination may, at their option, take the papers of the first or second year's students, (article 102.)
49. A list is published, showing the successful candidates of each year, whether students or acting teachers, arranged in four divisions.
50. The relative proficiency of the candidates according to examination is recorded upon their certificates.

PROBATION.

51. Candidates for certificates, after successfully passing their examination, must, as teachers continuously engaged in the same schools, obtain two favorable reports from an inspector, with an interval of one year (article 13) between them; and if the first of these reports be not preceded by a service of three months, at the least, since the examination, a third report, at an interval of one year after the second report, is required. If the second (or third) report is favorable, a certificate is issued.
52. Teachers under probation satisfy the conditions which require that schools shall be kept by certificated teachers.

CERTIFICATES.

53. Certificates are of three classes. No certificate is originally issued above the second class. The third (lowest) class includes special certificates for teachers of infants and of small schools.

CERTIFICATES OF THE FIRST AND OF THE SECOND CLASS.

54. Candidates who are placed by examination in any of the first three divisions (article 49) receive certificates of the second class, which can be raised to the first class by good service only.
55. Certificates of the second class remain in force for ten years from the date of their issue, after which interval they are open to revision according to the intermediate reports.

CERTIFICATES OF THE THIRD CLASS.

56. Candidates who are placed by examination in the fourth division (article 49) receive certificates of the third class.
57. Certificates of the third class do not entitle teachers to have the charge of pupil-teachers.
58. Certificates of the third class can be raised only by examination.

59. During the three years ending December, 1873, certificates of the third class may be granted without examination, upon the report of an inspector, to acting teachers who satisfy the following conditions:

1. They must, at the date of the inspector's report—
 - a. Be above 35 years of age;
 - b. Have been teachers of elementary schools for at least 10 years; and
 - c. Present certificates of good character from the managers of their schools.
2. The inspector must report—
 - a. That they are efficient teachers;
 - b. That not less than 30 children who had been under instruction in their schools during the preceding six months were individually examined, (article 28;) and
 - c. That at least 20 of the "passes" of these scholars in reading, writing, or arithmetic were made in the second or some higher standard.

59, (a.) In schools attended by infants only, (under 7 years of age,) 30 years will be accepted as the limit of age for the teacher, under article 59, (1, a,) and the conditions of article 59, (2, b and c) are not required to be fulfilled.

60. Pupil-teachers who have completed their engagement with credit may, upon special recommendation by the inspector, and upon consideration of their examination-papers, be provisionally certificated in the third class, for immediate service in charge of schools (article 4) which have an annual average attendance of less than 60 scholars.

61. After their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (article 43) or are *ipso facto* canceled.

62. The provisional certificate is confined to an entry of the pupil-teacher's name in a register kept by the education-department, and does not involve the issue of any certificate to the pupil-teacher.

FUTURE RATING OF EXISTING CERTIFICATES.

63. Existing certificates of the first or second class are rated as of the first class.

64. Existing certificates of the third class, or upper grade of the fourth class, and infant-school certificates of the first class, are rated as of the second class. Such certificates will be open to revision at the end of 10 years from the date of their issue or of their last revision.

65. Existing certificates of the lower grade of the fourth class, and infant-school certificates of the second class, are rated as of the third class.

66. The class of any certificates not yet issued will be fixed by articles 54 and 56.

REPORTS OF THE MANAGERS AND OF THE INSPECTOR.

67. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

68. The inspector reports of each school visited by him whether it is efficient in organization, discipline, and instruction.

69. Certificates may, at any time, be recalled, suspended, or reduced, under articles 67 and 68.

PUPIL-TEACHERS.

70. Pupil-teachers are boys or girls employed to serve in a school on the following conditions, viz:

- a. That the school is reported by the inspector to be—
 1. Under a duly-certificated teacher;
 2. Held in suitable premises;
 3. Well furnished and well supplied with books and apparatus;
 4. Properly organized and skillfully instructed;
 5. Under good discipline; and
 6. Likely to be maintained during the period of engagement;
- b. That the pupil-teachers be not less than 13 years (completed) of age at the date of their engagement.
- c. Be of the same sex as the certificated teacher under whom they serve; but in a mixed school-female pupil-teachers may serve under a master, and may receive instruction from him out of school-hours, on condition that some respectable woman, approved by the managers, be invariably present during the whole time that such instruction is being given.
- d. Be presented to the inspector for examination at the time and place fixed by his notice, (article 11.)
- e. Pass the examinations and produce the certificates specified above.
- f. That the managers enter into an agreement in terms specially specified.

- g.* That not more than four pupil-teachers are engaged in the school for every certificated teacher serving in it.
71. The education-department is not a party to the engagement, and confines itself to ascertaining, on the admission of the pupil-teacher, and at the end of each year of the service—
- a.* Whether the prescribed examination is passed before the inspector; and
 - b.* Whether the prescribed certificates are produced from the managers and teachers.
72. Whatever other questions arise upon the engagement may be referred to the education-department, (provided that all the parties agree, in writing, to be bound by the decision of the department as final,) but, otherwise, must be settled as in any other hiring or contract.
73. Vacancies in the office of pupil-teacher which occur in the course of any year must not be filled up until after the next examination by the inspector.
74. The candidate or candidates for such vacancies must be engaged in the mean time by the week only as monitors, and the memorandum of agreement will not be issued by the education-department to the managers until the inspector's report has been examined.
75. Temporary monitors, engaged by the week, for the supply of vacant pupil-teacherships, during a current year, satisfy article 32, *c*, provided—
- a.* That a sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the next examination for admission (article 77) to permanent engagements; and
 - b.* That the vacancies have been occasioned by causes which are accepted by the education-department as satisfactory.
76. Except in the cases provided for by article 75, each vacancy in a pupil-teachership during a current year works a forfeiture under article 32, *c*.
77. The qualifications and certificates required of candidates for admission, and of pupil-teachers in each year of their service, are regulated by special schedules.

PUPIL-TEACHERS WHO HAVE SUCCESSFULLY COMPLETED THEIR ENGAGEMENT.

78. At the close of their engagement, pupil-teachers are perfectly free in the choice of their employment. If they wish to continue in the work of education, they may become assistants in elementary schools, (article 79,) or may be examined for admission into a training-school, (article 91,) or may be provisionally certificated for immediate service in charge of small schools, (article 60.)

ASSISTANT TEACHERS.

79. Pupil-teachers who have completed their engagement with credit, and candidates for admission into training-schools who have passed with success (article 94) the examination referred to in article 91, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined.
80. Such assistants cease to fulfill the conditions of article 32, *c*, if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers and from the principal teacher of their school the same certificates of conduct, attention to duty, and obedience as are required from pupil-teachers.
81. A vacancy caused by the withdrawal of an assistant in the course of any school-year (article 13) may be supplied by the appointment of temporary monitors, pursuant to articles 74, 75, or of another assistant, qualified according to article 79.
82. Assistants make their own terms with the managers, both as to hours and wages.
- a.* Assistants are counted as part of the school-staff (article 39) from the date at which their appointments are notified to, and approved by, the education-department.

TRAINING-SCHOOLS.

83. A training-school includes—
- a.* A college for boarding, lodging, and instructing candidates for the office of teachers in elementary schools; and
 - b.* A practicing-department, in which such candidates may learn the exercise of their position.
84. No grant is made to a training-school unless the education-department is satisfied with the premises, management, and staff.

GRANTS TO TRAINING-SCHOOLS.

85. Annual grants are made to the practicing-departments on the same conditions as to other public elementary schools.
86. Grants are placed to the credit of each college, of £100 for every master and of

£70 for every mistress, who, having been trained in such college during two years, has since December, 1862—

- a. Completed the prescribed period of probation (article 51) and become qualified to receive a certificate as a teacher in a public elementary school or in a training-college; and
- b. Been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the army, or in the royal navy, or (within Great Britain) in poor-law schools, certified industrial schools, or certified reformatories.

87. Teachers who have been trained for one year only may obtain certificates after probation (article 51) or may be reported by the proper department upon the same terms as others; and grants of half the amounts specified in article 86 may be placed to the credit of the colleges in which they are trained, provided—

- a. They completed their training before January 1, 1864; or
- b. Are teachers of infants having—
 1. Received a complete and special course of training for that service in their colleges, which must have been previously recognized by the education-department as providing such a course; and
 2. Undergone their probation in infant-schools.

88. Grants of half the amounts specified in article 86 may also be placed to the credit of their colleges on account of teachers trained during the years 1870, 1871, and 1872, who, having been admitted to a training-college under article 93, *b*, leave, with the consent of the authorities of such college, after one year's residence, to take charge of schools.

89. The annual grant to each college is paid out of the sums placed to its credit (articles 86 to 88) and must not exceed—

- a. 75 per cent. of the expenditure of the college for the year, certified in such manner as their lordships may require;
- b. £50 for each male and £35 for each female Queen's scholar (article 96) in residence for continuous training throughout the year for which it is being paid.

90. The annual grant to each college is paid as follows:

- a. An installment of £12, male, or £8, female, is paid on 1st March, 1st June, and 1st September in respect of every Queen's scholar (article 96) in residence for continuous training throughout the year.
- b. The balance is adjusted as soon as the college-accounts for the year have been closed, audited, and approved by the education-department.

ADMISSION INTO TRAINING-SCHOOLS.

91. An examination of candidates for admission into training-schools is annually held at each college in December, during the week following the examination for certificates, (article 100.)

92. The examination extends to the subjects required in the course of a pupil-teacher's engagement.

93. The candidates are selected and admitted to the examination by the authorities of each training-school on their own responsibility, subject to no other conditions on the part of the education-department than that the candidates—

- a. Intend *bona fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of article 86, *a* or *b*;
- b. Having been pupil-teachers, have successfully completed their engagement; or,
- c. Not having been pupil-teachers, will be more than 18 years of age on 1st January next following the date of the examination.

94. The successful candidates are arranged in two classes in order of merit.

95. The authorities of each training-school may propose to the education-department, for admission, any candidate declared to be admissible pursuant to article 94.

96. Such candidates, when admitted, are termed *Queen's scholars*.

97. Before candidates are admitted—

- a. The medical officer of the training-school must certify the state of their health to be satisfactory, and that they are free from serious bodily defect or deformity; and
- b. They must sign a declaration signifying their intention, conformably to article, 93 *a*.

98. The authorities of each college settle their own terms of admission.

99. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the education-department will refuse to grant teachers' certificates (article 53) to such candidates, or to admit them to probation for certificates, (article 51.)

EXAMINATION OF STUDENTS IN TRAINING-SCHOOLS.

100. An examination of the resident students is held in December at the several colleges. The day fixed for the commencement of this examination is printed on the syllabus (article 45) from year to year.

101. No students may be presented for examination except such as, at the date of their admission, satisfied article 93, and have been resident throughout the whole year. No such students may be left out.

102. The students have a different examination according as they are males or females or are at the end of the first or second year of residence.

103. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (article 51) in schools for infants, receive special mention thereof (*stamps*) on their certificates.

104. Students who pass successfully through two years of training receive special mention thereof (*stamp*) on their certificates.

105. Students who fall into the fourth division at the end of the first year's residence are required to take up the first year's subjects again at the end of their second year.

EVENING-SCHOLARS.

106. The managers of any school to which annual inspection has already been promised (article 11) may apply, in writing, before the 1st February, to the inspector of the district for an examination of their evening-scholars, (article 22.)

107. Only one examination is held per annum of evening-scholars in the same school, and it may be held on any day, between the 1st March and 30th April, that may be arranged with the inspector, provided that the school has met the required number of times (article 22) since the date of the last examination.

108. If the evening-school is connected with a day-school in receipt of annual grants, the grant for the examination of the evening-scholars is paid as part of the next annual grant to the whole school, (article 13.)

109. If the evening-school is not connected with a day-school in receipt of annual grants, the grant is paid as soon as possible after the 30th April, at which date, in such cases, the evening-school year is considered to end.

110. The inspector may make arrangements for the examination, at some convenient center, of the evening-scholars of several schools.

111. A separate examination will not be held for any school unless twenty scholars are to be presented; they can be examined only at a collective examination, (article 110,) or at the same time with the day-scholars.

112. The inspector may either hold the examination himself, or intrust it to an assistant approved by the department.

REVISION OF THE CODE.

113. The education-department, as occasion requires, may cancel or modify articles of the code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the table of both houses within one calendar-month from the meeting of Parliament.

Statistics of elementary schools in England and Wales.

	Year ending 31st August—			
	1868.	1869.	1870.	1871.
Estimated population at the middle of the year	21, 649, 377	21, 869, 607	22, 090, 163	22, 704, 108
Number of schools, i. e., of departments under separate head-teachers, inspected:				
Receiving annual grants	12, 798	13, 644	14, 565	15, 434
Simply inspected	644	760	688	776
Total	13, 442	14, 404	15, 253	16, 210
Accommodation:				
In annual-grant schools	1, 663, 043	1, 765, 944	1, 878, 584	2, 012, 679
In simple-inspection schools	47, 480	58, 362	53, 982	72, 735
Total	1, 710, 523	1, 824, 306	1, 932, 566	2, 085, 414
Number of scholars in schools receiving annual grants:—				
Present at examination:				
Day-scholars	1, 226, 451	1, 328, 863	1, 434, 766	1, 509, 288
Evening-scholars	58, 327	68, 516	77, 918	86, 279
Total	1, 284, 778	1, 397, 379	1, 512, 684	1, 595, 567

Statistics of elementary schools in England and Wales—Continued.

	Year ending 31st August—			
	1868.	1869.	1870.	1871.
Average number attending:				
Day-scholars	978,521	1,062,999	1,152,389	1,231,434
Evening-scholars	55,154	64,210	73,375	81,457
Total	1,033,675	1,127,209	1,225,764	1,314,891
Number of scholars in schools simply inspected:				
Present at examination:				
Day-scholars	35,987	40,644	39,117	43,989
Evening-scholars	94	63	5	178
Total	36,081	40,707	39,122	44,167
Average number attending:				
Day-scholars	16,087	16,681	16,592	24,656
Evening-scholars	158	118	7	.....
Total	16,245	16,799	16,599	24,656
Number of teachers:				
Certificated	11,102	11,752	12,467	13,195
Assistant	1,253	1,233	1,262	1,251
Pupil-teachers	10,677	12,357	14,304	16,241

Statistics of training-schools, England and Wales.

Denomination.	Number of students resident in—								
	1870.			1871.			1872.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Church of England	628	776	1,404	780	780	1,560	885	781	1,666
British	141	105	246	162	124	286	181	203	384
Wesleyan	76	65	141	76	60	136	125	105	230
Congregational	19	24	43	24	26	50	22	25	47
Home and Colonial .....	.....	140	140	.....	140	140	.....	140	140
Roman Catholic	50	73	123	70	73	143	63	88	151
Total	914	1,183	2,097	1,102	1,203	2,315	1,276	1,342	2,618

II.—SCOTLAND.

(Population, 2,358,613.)

CHILDREN IN RECEIPT OF EDUCATION.

At the census of 1861, a return was procured of the number of children from 5 to 15 years of age *attending school*; but, partly from the working of the act itself, partly, also, from the directions in the householders' schedule, the return procured was found to give comparatively little information from which practical results could be deduced. All this was amended in 1871, the act being drawn up so as to bring out the points which were embodied in the Scottish education-commissioners' report of 1867.

SCOTTISH EDUCATION-COMMISSIONERS' REMARKS REGARDING AGE OF CHILDREN ATTENDING SCHOOL.

The commissioners remark: "Any attempt at school-legislation must fail unless legislators take into account the period of life which can be spared for educational purposes. From these facts it appears that in Scotland education does not begin much

earlier than 6 years. It has already been observed that comparatively few children remain at school after 12 years of age, and the question arises whether school-attendance can be prolonged beyond this period. It may be assumed, therefore, that a large majority of the scholars attend school for some time between the ages of 6 and 12."

INQUIRY LIMITED TO CHILDREN BETWEEN FIVE AND THIRTEEN YEARS OF AGE.

"The census-act of 1871, therefore, very properly directed that when the householder filled up the other particulars required by the act, he should also state whether any, and how many, of such persons, being of the age from 5 to 13 years, were in regular attendance at school, or were in the receipt of education at home under tutors and governesses.' As the instructions as to ages printed in the householders' schedules were to the effect that the age should be entered as at last birthday, every child was entered in the education-column whose age was above 5 years last birthday, up to and including all those who were entered as 12 years of age last birthday. This excluded all those who had completed their thirteenth year. From the circumstances of the ages of children entered in the education-column being different from those required by the list of 1861, no comparison is possible between the education-returns of 1861 and 1871."

NUMBER OF CHILDREN FIVE TO THIRTEEN YEARS OF AGE RECEIVING EDUCATION, AND PROPORTION TO POPULATION.

"When the census was taken in 1871, it was found that in Scotland, out of a total population of 3,360,818 persons, 494,860 children of from 5 to 13 years of age were in receipt of education. This gives what may be considered the high proportion of 14.72 per cent. of the population in the receipt of education even at these early years. We cannot yet tell the total number of persons at all ages who are in the receipt of education; but in 1861 they amounted to 15.4 per cent. of the total population; and from the numbers above ascertained the total proportion of scholars in 1871 will probably be above that of 1861. The above numbers and proportions, therefore, for 1871, though not including any who are in receipt of the higher branches of education, may be favorably compared with the educational statistics of even the best-educated nation in Europe—the German empire. Thus, in the whole German empire, including all their schools, gymnasia, and universities, it was found that 15 per cent. of the population were in the receipt of education, rising to 17 per cent. in Brunswick, Saxony, Oldenburg, and the Saxe duchies, but falling to 12.6 per cent. in Bavaria, and to 12 per cent. in Mecklenburg. Taking it, therefore, for granted that the mere proportion of children in the receipt of education in Scotland is satisfactory, let us look at the proportion in the different counties, and see whether the conclusions to be drawn from them at all correspond with those arrived at in Germany."

PROPORTION OF CHILDREN FIVE TO THIRTEEN YEARS OF AGE RECEIVING EDUCATION IN THE SEVERAL COUNTIES.

"Of all the counties of Scotland, the insular county of Shetland had the lowest proportion of children in the receipt of education, viz, 12.03 per cent. Seven counties, (Lanark, Renfrew, Nairn, Dumbarton, Inverness, Ross and Cromarty, and Bute) had above 13 and under 14 per cent. of their children at the ages of 5 to 13 in the receipt of education. Six counties (Sutherland, Edinburgh, Forfar, Orkney, Selkirk, and Argyle,) had above 14 and under 15 per cent. of children in the receipt of education. Six counties (Wigtoun, Ayr, Perth, Peebles, Stirling, and Kinross) had above 15 and under 16 per cent. of children in the receipt of education. Eleven counties (Roxburgh, Caithness, Berwick, Kincardine, Haddington, Fife, Aberdeen, Dumfries, Kirkcudbright, Clackmannan, and Elgin) had above 16 and under 17 per cent. of children in the receipt of education. Two counties alone (Banff and Linlithgow) had above 17 per cent. of children at the ages specified in the receipt of education.

"Unless we know something positive as to the religious denominations of the people, it would be vain to attempt to draw any positive conclusions from the above statistics. The educational statistics of the German empire and of the nations of Europe have clearly shown that just in proportion to the number of Protestants in the population is a greater proportion of the children in the receipt of education, and that that education is of a much higher class than that supplied to or by Roman Catholics; while in purely Roman Catholic countries, such as Austria and Italy, education is discouraged by the priesthood, is of the most elementary and imperfect description, and often little better than a teaching of the church's dogmas. Though we have not the means of showing it, seeing that the government did not insist on every one returning in the householders' schedule the name of the religious denomination to which he or she belonged, it cannot be doubted that religious sect has much to do even with the proportion of children in the receipt of education in Scotland."

PROPORTION LOWEST WHERE ROMAN CATHOLICS MOST NUMEROUS.

"Of our native population it is believed that the county of Inverness contains the highest proportion of Roman Catholics, and it certainly seems corroborative of the continental educational conclusions to find that it is one of the counties of Scotland which has the smallest proportion of children in the receipt of education.

But several of our counties contain a very large proportion of Roman Catholic Irish; and they also to a great extent corroborate the continental educational statistics. Thus, Lanark in 1861 had 14.5 per cent., Renfrew 14.7 per cent., and Dumbarton 11.9 per cent. of their populations composed of persons born in Ireland; and these are other three of the counties of Scotland which contain the smallest proportion of children in the receipt of education. We do not yet know the proportion of Irish in these counties for 1871, but it was probably larger than in 1861.

"It is deeply to be regretted that we have not the means of tracing the influence of religious denominations in the various counties of Scotland. The most important question of the present day is the education of the rising generation; but here, when much light might have been thrown on it, by comparing the proportion of children in the receipt of education with that of the various religious denominations in each county, we can do no more than gather whatever information we may obtain from other sources. Some light, however, may be thrown on this subject by taking the proportion of men and of women belonging to the different religious denominations who, when they were married, were able to sign their names in the marriage-register. The following table, prepared for the next report of the registrar-general on the marriages in Scotland, discloses a state of matters well worthy of the serious consideration of all thinking men."

PROPORTION OF DIFFERENT RELIGIOUS DENOMINATIONS ABLE TO SIGN THEIR NAMES IN THE MARRIAGE-REGISTERS.

"By this table it appears that of persons married according to the rites of the Established Church, 7 per cent. of the men and 16½ per cent. of the women, not being able to write their names, were obliged to sign by appending a mark. On the other hand, of the persons married according to the rites of the Roman Catholic Church, so few were able to write their names that 46 per cent. of the men and 16.7 per cent. of the women who married were obliged to sign the register by a mark. Few as the Episcopalians are in Scotland, it is seen that 9.7 per cent. of the men and 20.9 per cent. of the women, not being able to write, were obliged to sign by a mark; while of all the Protestant sects, the United Presbyterians showed the highest amount of elementary education in so far as this test can indicate such a fact, for only 3.8 per cent. of the men and 11.8 per cent. of the women signed by a mark."

The full details will be found in the following table:

Religious denominations.	Total marriages.	Signed by mark.		Proportion in every 100 marriages who signed by mark.	
		Men.	Women.	Men.	Women.
Established Church.....	9,761	687	1,614	7.04	16.53
Free Church.....	5,035	341	800	6.69	15.70
United Presbyterians.....	3,277	126	368	3.84	11.24
Episcopal.....	450	44	94	9.78	20.93
Roman Catholic.....	2,043	941	1,261	46.06	61.72
Other denominations.....	1,393	65	246	6.17	17.65
Denominations not stated.....	56	7	11	12.50	20.10
Irregular marriages.....	69	1	7	1.45	10.14

"To ascertain, however, the true proportion of children between certain ages who are in the receipt of education, it is not sufficient to show what proportion they constitute of the total population, but what proportion of the children who are at these ages are actually in the receipt of education."

The abstracts were sufficiently advanced to give the information as contained in the following tables:

Total number of children from 5 to 13 years of age, and the proportion of such in the receipt of education, 1871.

Total population.....	3,360,018
Total number of children 5 to 13 years of age.....	629,235
Percentage of children 5 to 13 years of age to total population.....	18.73
Number of children 5 to 13 years of age in receipt of education.....	494,860

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Percentage of children 5 to 13 years of age in receipt of education to total children at same ages.....	78.64
Percentage not in receipt of education.....	21.36
Percentage of children 5 to 13 years of age in receipt of education to total population.....	14.72

WHETHER THE EDUCATION OF CHILDREN HAS ADVANCED SINCE 1861.

"It is always of importance to ascertain whether we are advancing or retrograding in the matter of education. Unfortunately for strict comparison, the educational statistics of 1861 were taken up at different ages from those of 1871, including two years more of the life of the children, viz, from 5 to 15 years. They thus include the number of children from 13 to 15 years of age who were not included in the educational returns of the census of 1871. Still, though not rigidly comparable, they may be compared in a general way, and show in a very favorable light the educational statistics of 1871."

Educational statistics of Scotland, 1861.

Total population	3,062,294
Total number of children 5 to 15 years of age.....	685,912
Percentage of children 5 to 15 years of age to total population.....	22.40
Number of children 5 to 15 years of age in receipt of education.....	439,388
Percentage of children 5 to 15 years of age in receipt of education to total of children at same ages.....	64.06
Percentage not in receipt of education.....	35.94
Percentage of children 5 to 15 years of age in receipt of education to total population.....	14.34

"When the number in receipt of education is compared with the number of children actually living at the same age, the comparison in favor of 1871 is still more satisfactory. In 1861, of the children between 5 and 15 years of age, only 64.06 per cent. were in the receipt of education, while 35.94 per cent. did not appear to be receiving any instruction. But in 1871, of the children between the ages of 5 and 13 years, 78.64 per cent. were in the receipt of education, while only 21.36 appeared to be receiving no instruction."

Proportion of children from 5 to 13 years of age in the several counties who were in the receipt of education.

Registration-counties.	Percentage receiving education.	Registration-counties.	Percentage receiving education.
Sutherland.....	66.88	Haddington.....	82.83
Dumbarton.....	70.83	Sutherland.....	83.03
Lanark.....	71.15	Linlithgow.....	83.54
Renfrew.....	72.77	Clackmannan.....	84.01
Nairn.....	74.47	Kirkcudbright.....	84.08
Ross and Cromarty.....	74.56	Caitness.....	84.55
Ayr.....	74.98	Edinburgh.....	84.75
Inverness.....	75.90	Kinross.....	84.76
Wigtown.....	76.70	Banff.....	84.79
Stirling.....	78.72	Aberdeen.....	84.83
Argyle.....	79.18	Berwick.....	84.83
Forfar.....	79.67	Elgin.....	84.87
Orkney.....	80.89	Dumfries.....	85.07
Bute.....	81.02	Roxburgh.....	85.39
Peebles.....	81.47	Fife.....	86.38
Kincairdine.....	81.83	Perth.....	86.54
Selkirk.....	82.68		

Statistics of training-schools.

Denomination.	Number of students resident in—								
	1870.			1871.			1872.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Established Church.....	120	110	230	140	136	276	180	166	346
Free Church.....	88	164	252	132	185	317	145	208	353
Episcopal.....		21	21		25	25		30	30
Total.....	208	295	503	272	346	618	325	404	729

Statistics of elementary schools, 1868-71.

	Years ending 31st August—			
	1868.	1869.	1870.	1871.
Estimated population at the middle of the year.....	3,188,125	3,205,481	3,222,837	3,358,613
Number of schools, <i>i. e.</i> , of departments under separate head-teachers:				
Receiving annual grants.....	2,026	1,939	2,173	2,528
Simply inspected.....	104	84	101	65
Total.....	2,130	2,023	2,274	2,593
Accommodation:				
In annual-grant schools.....	251,397	245,270	274,128	285,957
In simply-inspection schools.....	8,690	6,768	8,541	4,839
Total.....	260,087	252,038	282,669	290,796
Number of scholars in schools receiving annual grants present at examination:				
Day-scholars.....	197,308	194,352	210,444	215,461
Evening-scholars.....	2,965	1,599	2,301	2,029
Total.....	200,273	195,951	212,745	217,490
Average number attending:				
Day-scholars.....	184,847	182,028	203,522	215,576
Evening-scholars.....	3,207	2,631	3,282	3,314
Total.....	188,054	184,659	206,804	218,890
In schools simply inspected, present at examination:				
Day-scholars.....	6,533	5,465	6,977	3,845
Evening-scholars.....				
Total.....	6,533	5,465	6,977	3,845
Average number attending:				
Day-scholars.....	3,806	4,119	4,084	1,845
Evening-scholars.....				
Total.....	3,806	4,119	4,084	1,845
Number of teachers:				
Certificated.....	2,285	2,225	2,499	2,567
Assistant.....	26	12	2	
Pupil teachers.....	2,510	2,659	3,203	3,513

III.—IRELAND.

(Population, 5,402,759.)

PROGRESS OF EDUCATION FROM 1861-71.

The commissioners of national education in Ireland have just issued their report; and if the national-school system in Ireland can be estimated merely by the number of children on the rolls, according to the method of enumeration officially adopted, then its success may be said to be great.

The commissioners consider, in the first place, the change that has been wrought in the interest felt by the Irish in educational matters between the years 1861 and 1871. In 1861 the population of Ireland, we are told, was found to be 5,799,000, and the children on the national-school rolls 803,364; in 1871 the population had declined, being then only 5,402,759, but the enrolled children had increased as much as 23 per cent.; they were enumerated as 2,021,700. In 1861, 14 per cent., or very nearly one in seven of the population, were on the school-roll; in 1871 the ratio had risen to 19 per cent., or nearly to one in five of the population. The commissioners thus strongly mark the progress made. But the average number of children under daily instruction and the number of children on the rolls are two entirely different things. The average attendance in 1871, we are informed, was 363,850, or little more than one-third of the children enrolled. The commissioners admit, however, that their system of enrollment has a tendency to exaggerate the score somewhat.

EDUCATION IN THE DIFFERENT PROVINCES OF IRELAND.

Taking the four provinces of Ireland, we find that in Munster the average daily attendances are 40 per cent. of the enrollments; in Connaught they only amount to 31 per cent.; the averages in Ulster and Leinster being between the two.

RELIGIOUS PERSUASION OF SCHOLARS AND TEACHERS.

Considerable care is taken by the commissioners to show the religious persuasion of both scholars and teachers. Roman Catholic pupils are more than fourfold those of all the other denominations put together, and even in Ulster, the province in which Protestantism holds the greatest sway in Ireland, the Roman Catholic pupils outnumber all the scholars of other denominations. The question of a national system of elementary education has been so far successfully grappled with, that we find that no less than 3,948 out of 6,914, or considerably more than one-half the schools, are mixed schools, where Protestant and Roman Catholic children mingle. The majority of these so-called "mixed" schools are under Roman Catholic teachers; more than one-fourth of them are under Protestant teachers exclusively. It is a noticeable fact that, using round numbers, 27,000 Protestant children are under Roman Catholic teachers, and 28,000 Roman Catholic children are under Protestant teachers; and that in the schools where the teachers belong to the two denominations the number of children is not very unequally divided, the majority being Protestant. Mixed schools show the largest percentage in Protestant Ulster; the smallest in Munster, in the latter province the proportion not being one-half what it is in the former. In what numbers the Protestant and the Roman Catholic children frequent the different mixed schools is exhibited by the following synopsis: (a.) Roman Catholic teachers exclusively, instructing 26,863 Protestant and 364,347 Roman Catholic pupils; (b.) Protestant teachers exclusively, instructing 126,785 Protestant and 25,285 Roman Catholic pupils; (c.) Protestant and Roman Catholic teachers conjointly, instructing 15,397 Protestant and 12,119 Roman Catholic pupils.

Of the statistical tables in the report we give the following, as being of special interest:

Religious denominations of the scholars in the national schools.

Provinces.	Religious denominations.				Total number of pupils returned for year ended Dec. 31, 1871.
	Established Church.	Roman Catholic.	Presbyterian.	Other persuasions.	
Ulster.....	61,570	181,299	110,853	6,306	360,027
Munster.....	5,518	268,597	668	618	275,401
Leinster.....	7,333	205,035	1,217	542	214,127
Connaught.....	4,368	167,065	490	202	172,145
Total.....	78,780	822,016	113,227	7,668	1,021,700
Percentage.....	7.71	80.46	11.08	0.75	.....

Number of schools in operation and number of children on rolls from 1833 to 1871.

Number of report.	Date of report.	Number of schools in operation.	Children on the rolls.	
			Number.	For—
1.....	Dec. 31, 1833	789	107,042	Half-year ended September 30.
2.....	March 31, 1835	1,106	145,531	Do.
3.....	March 31, 1836	1,181	153,707	Do.
4.....	March 31, 1837	1,300	166,929	Do.
5.....	March 31, 1838	1,384	169,548	Do.
6.....	Dec. 31, 1839	1,581	192,971	Do.
7.....	Dec. 31, 1840	1,978	232,560	Do.
8.....	Dec. 31, 1841	2,337	281,849	Do.
9.....	Dec. 31, 1842	2,721	319,792	Do.
10.....	Dec. 31, 1843	2,912	355,320	Do.
11.....	Dec. 31, 1844	3,153	395,550	Do.
12.....	Dec. 31, 1845	3,426	432,844	Do.
13.....	Dec. 31, 1846	3,637	456,410	Do.
14.....	Dec. 31, 1847	3,825	402,632	Do.
15.....	Dec. 31, 1848	4,109	507,469	Do.
16.....	Dec. 31, 1849	4,321	480,623	Do.
17.....	Dec. 31, 1850	4,547	511,239	Do.
18.....	Dec. 31, 1851	4,704	520,401	Do.
19.....	Dec. 31, 1852	4,875	544,604	Do.
20.....	Dec. 31, 1853	5,023	550,631	Do.
21.....	Dec. 31, 1854	5,178	551,110	Do.
22.....	Dec. 31, 1855	5,194	535,905	Do.
23.....	Dec. 31, 1856	5,245	560,134	December 31.

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Number of schools in operation and number of children, &c.—Continued.

Number of report.	Date of report.	Number of schools in operation.	Children on the rolls.	
			Number.	For—
24.....	Dec. 31, 1857	5,337	776,473	Year ended December 31.
25.....	Dec. 31, 1858	5,468	803,610	Do.
26.....	Dec. 31, 1859	5,496	806,510	Do.
27.....	Dec. 31, 1860	5,632	804,600	Do.
28.....	Dec. 31, 1861	5,830	804,364	Do.
29.....	Dec. 31, 1862	6,010	812,327	Do.
30.....	Dec. 31, 1863	6,163	940,569	Do.
31.....	Dec. 31, 1864	4,263	870,401	Do.
32.....	Dec. 31, 1865	6,372	922,084	Do.
33.....	Dec. 31, 1866	6,453	910,819	Do.
34.....	Dec. 31, 1867	6,529	913,192	Do.
35.....	Dec. 31, 1868	6,526	967,563	Do.
36.....	Dec. 31, 1869	6,707	991,335	Do.
37.....	Dec. 31, 1870	6,806	998,999	Do.
38.....	Dec. 31, 1871	6,914	1,021,700	Do.

Number of teachers in the national schools.

Class.	Principals.			Assistants.			Junior assistants.	Workmistresses and industrial teachers.
	Males.	Females.	Total.	Males.	Females.	Total.		
1 a.....	122	72	194	5	2	7	.....	.....
1 b.....	125	96	221	3	10	13	.....	.....
1 c.....	270	146	416	18	21	39	.....	.....
2 a.....	678	389	1,067	34	59	133	.....	.....
2 b.....	700	443	1,143	65	154	219	.....	.....
3 a.....	1,506	656	2,161	207	713	920	.....	.....
3 b.....	518	288	806	139	379	511	.....	.....
Probationers.....	305	163	468	238	476	714	396	.....
Total.....	4,223	2,233	6,476	702	1,854	2,556	396	448

AGRICULTURAL-SCHOOL FARMS.

The total number of school-farms in connection with the national system of education, on the 31st December, 1871, was 165, of which 22 were school-farms of the first class, under the exclusive management of the national board of school commissioners, and 14 were school-farms of the first class, under local management. Of the remaining number, 115 were ordinary school-farms, and 14 were school-gardens, one of the latter being under the management of the board.

WORK-HOUSE SCHOOLS AND ATTENDANCE.

The number of work-house schools in connection with the board, on the 31st December, 1871, was 148. Of these schools 35 are in Ulster, 49 in Munster, 35 in Leinster, and 29 in Connaught. The total number of pupils appearing on the rolls of these 148 work-house schools for the year ending December, 1871, was 15,798, and the average daily attendance 7,681.

DISTRICT AND MINOR MODEL-SCHOOLS.

The number of district and minor model-schools in operation at the end of the year was 26; this number is exclusive of the model-schools in the metropolitan district. These schools continue to maintain their high character. The total number of pupils on the rolls of these schools for the year ended the 31st of December, 1871, was 19,121, and the average daily attendance 8,595. The number for the year 1870 was 17,700 on the rolls, and the average daily attendance 8,162.

Of the 19,121 pupils on the rolls of the metropolitan and the district and minor model-schools for the year ended December 31, 1871, 6,505 were of the Established Church, 5,932 were Roman Catholics, 5,342 were Presbyterians, and 1,342 belonged to other religious persuasions.

Statistics of illiteracy.

Provinces.	Able to read and write.			Unable to read and write.			Percentage of illiteracy.	
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
Attica and Bœotia	24,573	7,490	32,063	47,697	57,044	104,741	66.00	88.29
Eubœa	8,828	1,383	10,211	33,286	39,044	72,330	79.04	96.55
Phœtia and Phœcis	13,641	1,819	15,460	41,140	51,823	92,963	75.10	96.61
Acarnania and Ætolia	14,067	1,577	15,644	48,426	57,023	105,449	78.12	97.34
Achaia and Elis	24,901	3,774	28,675	53,977	67,608	121,585	68.15	94.71
Arcadia	15,509	1,688	17,197	50,751	63,792	114,543	76.50	97.42
Læconia	16,365	1,254	17,619	36,703	51,529	88,232	69.16	97.62
Messenia	15,812	1,778	17,590	54,833	60,994	115,827	76.62	97.17
Argolis and Corinth	19,092	5,104	24,196	44,052	59,482	103,534	69.76	91.97
Cyclades	18,835	8,762	27,597	41,949	53,781	95,730	69.04	85.59
Corfu	17,830	5,567	23,397	32,106	41,447	73,553	64.21	88.16
Cephalonia	11,607	2,017	13,624	27,187	36,571	63,758	70.03	94.77
Zante	6,067	2,051	8,118	17,814	18,625	36,439	74.59	90.08
Army	6,021	.....	6,021	6,399	.....	6,399	51.52	.....
Navy	699	.....	699	616	.....	616	46.84	.....
Total	213,849	44,354	258,203	533,336	650,363	1,183,699	*71.76	*93.70

* This is the total percentage of the provinces, exclusive of the army and navy.

ITALY.

(Constitutional Monarchy—Kingdom. Area, 103,675 square miles. Population, 25,944,543.)

Minister of public instruction, SCIALOJA.

REPORT OF THE LATE MINISTER OF PUBLIC INSTRUCTION, C. CORRENTI.

Through the kindness of the Italian legation at Washington, the annual report of the Italian minister of public instruction for 1871-'72 has been received. It is a handsome quarto volume of 597 pages, printed at Rome, the new capital of the kingdom of Italy. It is admirably arranged, and might well serve as a model for reports of this kind. The following statistics are gathered from it:

THE MINISTRY OF PUBLIC INSTRUCTION.

The ministry of public instruction was created by royal decree of November 30, 1847, at that time of course only for the kingdom of Sardinia. Victor Emanuel, on the 17th of March, 1861, declared himself King of Italy, and the first minister of public instruction of the new kingdom was Count Mamiani della Rovere, who, however, resigned on the 22d March, 1861, and was followed by Professor de Sanctis; since that time ten different persons have held this office, the last of these being C. Correnti, who, in July, 1872, was followed by Scialoja. The ministry employs, including the minister, 101 clerks and officials, and has six divisions or bureaus; the first is the financial bureau, through which the payments to all the institutions dependent on the ministry are made; the second has the administration, and gathers the statistics of all the institutions for the fine arts and antiquities, the musical institutions, the libraries, archives, the scientific and literary academies; the third has the superior instruction, universities, schools for engineers, schools for veterinary surgery, and the astronomical observatories; the fourth the institutions for secondary instruction; the fifth the institutions for primary instruction; and the sixth the auditor's office, through which also all communications to and from the royal court of accounts are transmitted. There is no lack of door-keepers in the ministry, their number being 13.

The minister is assisted in the exercise of his functions by the superior council of public instruction, of which he is the president, and whose members are appointed by the King at the suggestion of the minister. They have only advisory powers; but, as they are all men of science, all new measures are discussed in this council, are then put in shape in the bureaus of the university, are from there transmitted to the Parliament, and, if passed and sanctioned by the King, are promulgated by the minister.

An interesting feature of the report is a chronological table of all the official acts concerning public instruction. From May 16, 1871, to May 9, 1872, 84 decrees were promulgated by the minister.

SCHOOL-FINANCES.

The report of the minister contains a detailed account of the annual governmental expenditure for educational purposes, of which the following is the recapitulation :

Objects of expenditure.	Amount.
I. Ordinary expenses :	* Lire.
Central administration	350, 500
Provincial administration	535, 000
Superior instruction	6, 227, 633
Archives	230, 551
Scientific and literary academies	879, 638
Fine arts	2, 070, 341
Secondary instruction	5, 098, 034
Primary instruction	3, 167, 328
Sundries	142, 624
Total	18, 710, 709
II. Extraordinary expenses	446, 579
Grand total expended by the government	†19, 157, 288

* One lira = 19 cents.

† Equal to \$3,639,884.74, gold.

PROVINCIAL ADMINISTRATION.

With the exceptions of the institutions for superior instruction, which range directly under the ministry, each province has its own provincial administration, composed of the prefect of the province, the school-superintendent appointed by the minister, and six counselors, two of whom are appointed by the minister, two by the provincial chambers, and two by the municipal council of the capital of the province. Each province is subdivided into districts, each of which has its inspector.

SPECIAL FEATURES.

Festival days commemorative of famous Italians.—By royal decree of March 4, 1865, festival days, commemorative of famous Italians, have been appointed, on which days orations on these men are delivered by a professor of the lyceum. The list is changed every year. Thus, during the last year, festivals were celebrated in memory of Silvio Pellico, Giuseppe Giusti, Torquato Tasso, Marco Polo, Giacomo Leopardi, Galileo Galilei, Alfieri, &c.

Societies for the study of Italian history.—But a few years ago Italy was divided into different kingdoms, duchies, and principalities, which, except the language, had no common interests. After Italy had become a kingdom and all Italian-speaking nations had been united under the scepter of Victor Emanuel, with Rome, the Eternal City, as its capital, it was deemed advisable to form societies for the study of Italian history, in order to strengthen and intensify the national feeling in opposition to the many particularistic tendencies. These societies, nine in number, do not confine themselves to national history, but also make local history the subject of their investigation. They collect documents, publish pamphlets, and by lectures and journals endeavor to spread a knowledge of the Italian history.

STATISTICS.

1.—SUPERIOR INSTRUCTION.

The institutions comprised under this head are : 21 universities ; the Royal Institution for Superior Practical Studies, at Florence ; the Academy of Sciences and Literature, at Milan ; 2 schools of engineering, at Turin and Naples ; the Superior Technical School, at Milan ; the Superior Normal School, at Pisa ; and 3 schools of veterinary surgery, at Milan, Naples, and Turin ; 3 astronomical and meteorological observatories, (independent of the observatories connected with universities,) at Milan, Naples, Furl, and Venice—total, 33 institutions, with 8,688 students.

Statistics of the Italian Universities.

University.	Law.		Medicine and surgery.		Physical, mathematical, and natural sciences.		Philology and literature.		Theology.		Course of study for notary-public.		Pharmacy.		Minor surgery.		Obstetrics.		Veterinary surgery.		Total.		
	Students	Hearers	Students	Hearers	Students	Hearers	Students	Hearers	Students	Hearers	Students	Hearers	Students	Hearers	Students	Hearers	Students	Hearers	Students	Hearers	Students	Hearers	
Bologna	101	12	132	34	165	74	159	4	1	5	3	3	21	11	32	1	8	60	14	74	444	146	
Cagliari	40	1	25	1	26	10	11	4	1	5	3	3	2	8	10	1	8	6	14	74	444	146	
Camerino	4	4	11	11	11	1	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Catania	81	1	30	1	31	1	29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Ferrara	33	3	35	3	38	18	19	3	18	18	1	1	21	9	22	5	3	30	1	21	38	38	
Genoa	147	27	174	80	254	32	55	6	1	7	1	1	42	36	78	12	3	96	4	96	111	137	
Macerata	32	32	11	11	11	7	7	1	1	1	1	1	20	9	29	9	10	28	1	28	311	129	
Messina	44	44	13	13	13	7	7	1	1	1	1	1	5	5	10	6	1	10	4	10	111	111	
Modena	101	4	105	3	108	22	22	4	1	1	1	1	62	8	70	6	1	69	4	73	100	7	
Naples	370	370	575	302	877	43	43	43	1	1	1	1	151	151	31	31	1	152	4	156	1,072	1,072	
Padua	66	7	73	6	79	9	36	1	1	1	1	1	18	58	76	6	6	64	15	79	151	80	
Palermo	186	5	191	11	202	18	19	1	1	1	1	1	36	58	94	58	6	43	15	58	228	54	
Parma	186	13	199	259	458	26	113	1	1	1	1	1	41	132	173	8	1	132	3	135	613	142	
Pavia	19	19	19	19	19	5	5	3	3	3	3	3	8	8	8	8	8	8	24	3	27	78	3
Perugia	147	37	184	88	272	26	88	35	3	28	8	1	13	9	22	22	6	24	37	93	405	164	
Pisa	232	232	363	363	726	151	151	4	4	4	4	4	32	32	64	10	10	64	13	64	809	809	
Rome	37	4	41	28	69	3	3	4	3	3	3	3	8	11	19	2	2	19	10	13	73	14	
Sassari	35	1	36	30	66	30	30	1	1	1	1	1	19	13	32	3	3	19	13	32	87	31	
Sienna	328	20	348	178	526	130	200	36	50	56	1	1	55	109	164	15	12	169	15	174	841	560	
Turin	22	3	25	6	31	6	6	1	1	1	1	1	33	33	33	6	6	33	8	33	80	80	
Urbino	22	3	25	6	31	6	6	1	1	1	1	1	33	33	33	6	6	33	8	33	80	80	
Total	3,093	3,329	4,732	3,137	7,869	941	300	1,241	113	24	137	4	71	13	84	699	331	1,030	37	1	38	101	3

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Statistics of the Royal Institute for Superior Practical Studies at Florence, 1871-72.

Sections.	Courses.	Course of one year.	1st year.	2d year.	3d year.	4th year.	5th year.	6th year.	Total.
Section of philosophy and philology.	Normal courses.....		3	4	5	5			17
	Supplementary courses.....		5	2	1	3			11
	Special courses.....	16							16
	Finishing courses.....	4							4
Section of medicine and surgery.	Courses for teachers.....		4	1					5
	Medico-surgical course.....						36	34	70
	Finishing course.....	4							4
	Course of anatomy.....	20							20
Section of physical and natural sciences.	Course of pharmacy.....			16	7	9			32
	Course of obstetrics.....		18	9					27
									1
Total.....		44	30	33	13	17	36	34	207

Statistics of the Academy of Sciences and Literature at Milan, 1871-72.

Courses.	1st year.	2d year.	3d year.	4th year.	Total.
Normal course.....	3	8	5	5	21
Historical and Philological Institute.....	3	2			5
Total.....	6	10	5	5	26

Statistics of the School for Engineers at Turin, 1871-72.

Years of course.	Civil engineering.	Industrial and mechanical engineering.	Agricultural engineering.	Architecture.	Total.
First year of the course.....	94	1	1	6	102
Second year of the course.....	97	1		2	101
Total.....	191	2	1	9	203

Statistics of the School for Engineers at Naples, 1871-72.

Years of course.	Students.	Hearers.	Total.
First year of the course.....	45		45
Second year of the course.....	50		50
Third year of the course.....	92		92
Total.....	187		187

Statistics of the Superior Technical School at Milan, 1871-72.

Schools or courses.	1st year.	2d year.	3d year.	Total.
Special school for civil engineers.....	73	42	43	158
Special school for industrial engineers.....	21	14	12	47
Special school for architects.....	4	1	2	17
Normal course for teachers of natural history.....				2
Supplementary course.....				18
Hearers for special branches.....				
Total.....	98	57	57	233

Statistics of the Superior Normal School at Pisa, 1871-72.

Faculties.	Students.	Hearers.	Total.
Faculty of physical and mathematical sciences.....	11	3	14
Faculty of literature and philosophy.....	20	3	23
Total.....	31	6	37

Statistics of Schools of Veterinary Surgery, 1871-72.

Schools.	1st year.	2d year.	3d year.	4th year.	Hearers.	Total.
School at Milan.....	25	24	21	15	6	93
School at Naples.....	13	22	15	19	17	86
School at Turin.....	20	20	31	26	13	110
Total.....	58	66	67	70	36	269

2.—SECONDARY SCHOOLS.

Statistics of Royal Secondary Schools, 1871-72.

Number of institutions.	Character of the institutions.	Scholars.		Total.
		Day-scholars.	Boarders.	
79.....	Lyceums.....	3,773	210	3,983
104.....	Gynnasia.....	8,268	1,011	9,279
62.....	Technical schools.....	6,188	168	6,356
245.....	.....	18,229	1,389	19,618

Besides the royal schools there are a great number of technical schools, supported by municipalities, societies, and private individuals, many of which are subsidized by government. The following table gives comparative statistics of all the technical schools:

Comparative statistics of all the technical schools.

Provinces.	Population.	Number of schools.			Total number of scholars.	Sums contributed by the government.		Average number of scholars to each school.	One school to how many inhabitants.	One scholar to how many inhabitants.	Average sum contributed by government to each school.		Average sum contributed by government to each scholar.		Number of non-subsidized schools.
		Governmental.	Subsidized.	Total.		Lire.	Centesimi.				Lire.	Centesimi.			
Old provinces	4,123,900	12	34	47	2,464	152,607	63	74	87,742	1,190	3,247	44	05	15	
Lombardy	3,104,838	10	19	29	2,497	110,056	06	86	107,063	1,243	3,795	44	07	6	
Venetia	2,493,475	10	9	19	1,475	75,084	47	78	131,255	1,690	3,952	50	90	5	
Emilia	2,146,567	.....	25	25	1,529	50,240	.....	64	59,440	1,403	3,093	32	85	7
Tuscany	1,826,314	.....	8	8	896	24,900	.....	112	228,201	2,038	3,113	27	79	14
Marches and Umbria	1,396,062	5	17	22	862	50,377	72	44	63,458	1,451	2,281	52	36	19	
Naples	6,787,930	.....	44	44	2,551	72,610	.....	59	157,838	2,600	1,695	28	46	8
Sicily	2,391,802	18	6	24	1,431	182,309	.....	50	99,658	1,671	7,596	127	40	2
Total	24,270,968	55	162	217	14,805	718,184	08	576	964,745	13,346	27,771	407	88	76	

3.—PRIMARY SCHOOLS.

The most recent statistics are those of 1870-71, which are given below :

Number of public schools, 32,782, (17,749 for boys and 12,099 for girls.)
 Number of private schools, 6,876, (2,966 for boys and 3,007 for girls.)
 Total number of schools, 39,658, (20,715 for boys and 15,106 for girls.)
 Number of scholars in public schools, 1,458,604, (843,704 boys and 614,900 girls.)
 Number of scholars in private schools, 146,404, (64,898 boys and 81,506 girls.)
 Total number of scholars, 1,608,008, (908,602 boys and 696,406 girls.)
 Number of teachers in public schools, 33,290, (19,003 males and 14,287 females.)
 Number of teachers in private schools, 7,634, (3,424 males and 4,260 females.)
 Total number of teachers, 40,974, (22,427 males and 18,547 females.)
 Total expenditure for primary schools, 19,555,095 lire.
 Number of schools still wanting, 6,718.
 Number of royal normal schools, 47, (21 for males, 25 for females, and 1 for both sexes.)
 Number of private normal schools, 19.
 Number of private female schools of a higher grade, 158.
 Number of deaf-mute institutes, 20.

LIBRARIES.

Total number of public libraries, including university, lyceum, gymnasium, and former convent libraries, 687. The number of volumes in these libraries is not given, but there are statistics of 29 of the most important libraries, showing the number of regular readers and the character of the books read.

Number of daily readers in 29 libraries, 657,156.

Number of weekly readers, (i. e. taking out books by the week,) 100,578. Total number of readers, 757,734.

The books read were distributed as follows: Theology, 36,380 volumes; natural sciences, 95,302; mathematical sciences, 75,115; medical sciences, 92,229; law, 118,975; statistics, 43,363; history and biography, 125,507; philosophy and social science, 54,036; geography and travels, 46,465; technology, 18,599; fine arts, 49,037; literature and philology, 181,981; education, 16,229; romances and novels, 50,440; pamphlets, periodicals, and sundries, 113,463.

Total number of works read in 1871, 1,098,104, [1,057,230.]

ACADEMIES AND SCHOOLS OF THE FINE ARTS AND OF MUSIC.

Academies of the fine arts, 21.

Schools of drawing and the fine arts, 18.

Academies or conservatories of music, 7.

Schools of music, 44.

MUSEUMS.

The total number of museums (containing paintings, sculpture, and antiquities) in the whole kingdom of Italy is 150, many of which are world-renowned, such as the museums in Rome, Florence, Naples, Venice, and many other cities. There are forty-four societies for the preservation of works of art and antiquities and for the encouragement of the fine arts.

ACADEMIES OF SCIENCE, LITERATURE, ETC.

These are societies for the furtherance of scientific, literary, & c., investigations, which hold sessions at regular stated times and publish reports or journals of their proceedings. There are eighty-eight such academies devoted to literature, the fine arts, agriculture, horticulture, medicine, philosophy, philology, music, geography, history, political economy, and natural sciences. Among the members there are many distinguished foreign scientists and artists.

ARCHIVES.

There is a general superintendent of archives, of which there are nine, containing the most invaluable documents regarding Italian history.

COURSES OF STUDY.

1. *In the secondary schools.*—The gymnasia have 5 classes, and the course of instruction embraces Greek, Latin, Italian, history, geography, arithmetic and geometry, and gymnastics.

The lycæums have three classes, and the course of instruction embraces Greek, Latin,

and Italian literature, history and geography, philosophy, mathematics, natural philosophy, chemistry and natural history, and gymnastics.

The technical schools correspond in some degree to the German real-schools, and prepare pupils for an industrial, commercial, or mechanical career. There are two kinds, higher and lower; most of them have three classes, and the course of instruction embraces penmanship, French, Italian, history, geography, arithmetic, book-keeping, drawing, elements of mathematics, mechanics, and natural sciences.

2. *In the normal schools.*—The normal schools have three classes, and the course of instruction embraces religion, morals, pedagogics, Italian, grammar and composition, history and geography of Italy, arithmetic and elements of geometry, elements of physical and natural sciences, hygiene, penmanship, linear drawing, vocal music, gymnastics, and military exercises.

CLOSING OF CONVENTS.

In order to give room to the government departments, at their transfer from Florence to Rome, the King of Italy ordered the closing of a number of convents in the new capital. An interest of 5 per cent. will be paid to the church on the real estate, and the monks and nuns will be transferred to other convents.

RE-OPENING OF THE ROMAN UNIVERSITY.

November 17, 1870, the Roman University was solemnly re-opened in the presence of a highly-educated and appreciative public. The marvelous changes that have taken place in Italy during the last few years gave extraordinary significance to this solemnity, which was very effectively dwelt on by Professor Moriggia, in his inaugural speech. In place of the dark mediæval spirit which till quite recently pervaded this university, and hindered every progressive movement, free science is to be cultivated and a new field opened to the Roman youth.

LYCEUM AND GYMNASIUM AT ROME.

Immediately after taking possession of the Papal States, the Italian government established a lyceum, a gymnasium, and an industrial school in the city of Rome. These institutions had scarcely been opened when 656 persons applied for admission, who had previous to this studied at the so-called "technical schools," which, however, were in a very miserable condition.

SEPARATION OF CHURCH AND STATE.

Already in April, 1870, news came from Florence that the minister of justice announced to the senate that the government intended to lay before the chambers a new law, looking toward a complete separation between church and state. The speech from the throne at the opening of the Italian Parliament in November of the same year alluded to this separation, and laid special stress on the fact that the new legislation would regulate the relations of religious bodies to the state, but would leave those religious institutions untouched which belonged to the government of the whole church. All this will not remain without influence on Italian education, and there will be no law forbidding the establishment of Protestant schools.

FIRST PROTESTANT CHURCH IN ROME.

On the 12th January last the first Protestant church was opened in Rome. Over its entrance is written: "The Free Church in the Free State."

ABOLISHING RELIGIOUS INSTRUCTION IN ALESSANDRIA.

In consequence of a petition signed by three hundred citizens, the municipal council of Alessandria resolved to urge the government to abolish religious instruction entirely in the elementary schools, and instead of it to introduce instruction in morals and the rights and duties of citizens.

PREVAILING IGNORANCE.

The commissioners intrusted with a revision of the Italian system of education, in their tour of examinations through the country, found in most places a mere mechanical method of instruction, and in consequence the most glaring ignorance. Counselor Brioschi found young people of from 15 to 18 years of age who did not know what the word "geography" meant, although they assured him that they had studied geog-

raphy for two years. Some called in their answers Sardinia and Sicily cities, and Milan the capital of Sicily. In history none of the scholars could answer properly. Some called Brutus a tyrant; others, Dante a French poet; others, again, Petrarca a lady. One scholar called Columbus an apostle; another thought him the Holy Ghost, evidently confounding it with "columbajo," the dove.

STATISTICS OF ILLITERACY.

More than one-half of the Italian soldiers are illiterate. Of 81,181 born in 1848, only 2,736, *i. e.*, 3.4 per cent., could read and write; 3,466, *i. e.*, about 4 per cent., could only read, and 50,355, *i. e.*, 62 per cent., could neither read nor write. This, however, is an improvement on the preceding year.

THE KINDERGARTEN IN ITALY.

After encountering innumerable difficulties, a kindergarten on Froebel's plan has been started in Venice. As early as 1860, Professor Adolf Pick, in connection with the enthusiastic friends of education, Matteucci, Cattaneo, and the two De Castros, father and son, labored for the establishment of such an institution. The "Associazione Nazionale Pedagogica" worked in the same direction, and even the ministry of public instruction took an interest in the matter, but without any apparent result. When Professor Pick, in one of the weekly meetings of the Athenum of Venice, had delivered a very excellent lecture on the kindergarten, the interest in this matter began to revive; a committee of experienced educators was appointed to discuss the matter and draw up a report. Although, in spite of the favorable report made by these men, nothing was done, Professor Pick neither lost courage nor patience, but endeavored to influence the Italian public by a journal, *L'Educazione Moderna*, and requested the Baroness Marenholz-Bülow, in Berlin, to send him a lady trained in her kindergarten normal school. The lady chosen was Miss Elisabeth Salomon, and in the year 1870 Professor Pick established the first kindergarten in Venice, with Miss Salomon as teacher, assisted by an Italian lady, Miss Adele Levi della Vida. The result of this first attempt surpassed all expectations, and in the following year (1871) it was resolved to establish a second kindergarten in Venice, this time in connection with a kindergarten normal school. Professor Pick now commenced to lecture on his favorite subject in Milan, Turin, Treviso, and Florence, and soon kindergartens were established in these cities. This whole movement was strongly encouraged by the late minister of public instruction, Correnti.

INFANT-ASYLUM IN ROME.

Some noble Roman ladies formed a committee, with the plan of holding a fair for the benefit of the new Roman infant-asylum. This plan was entirely successful. Soon more than fifty thousand objects, some of them very valuable, were sent to the committee, and the fair was held in the Corea Amphitheater, and opened by the Princess Margarita, accompanied by the Marchese Calabrini and the Duke of Fiaua.

FESTIVAL OF THE PLEBISCITE.

The anniversary of the Roman plebiscite was celebrated on the 2d of October, 1871, by a grand school-festival at the capital, where prizes were distributed to the best pupils of the public schools, in the presence of an immense assembly, comprising the *élite* of Roman society. Such a thing would have been impossible two years ago. *Tempora mutantur.*

NETHERLANDS.

(Constitutional Monarchy—Kingdom. Area, 10,905 square miles. Population, 3,688,337.)

Minister of public instruction, THE MINISTER OF THE INTERIOR.

SECULAR SCHOOLS.

The present system of public instruction dates from the year 1857. According to this, all the elementary schools are either under the direct administration or the supervision of the state, and are entirely secular, so that in one and the same school one finds children of Jews, Roman Catholics, and Protestants. The people seem to be well satisfied with this arrangement, as but few complaints have been raised either by Protestants or Catholics, and the ministry sees to it that the school-laws are faithfully executed.

EDUCATIONAL SOCIETY.

As attendance at school is not made obligatory, many children attended school but irregularly. To remedy this, a number of prominent men founded an educational society (*school verband*) whose expressed aim it is to use all moral means possible to induce parents to send their children to school. This society rapidly increased in numbers, founded branch-societies all over the country, and its beneficial effect is felt in many localities. Its last meeting was held in June, and from the published report it appears that during the last year the number of members has increased from 8,500 to 9,400, and that an immense amount of work has been done, especially in the way of gathering and publishing educational statistics, and combating the negligence in attending school. The assembly passed the following resolutions:

"1. This assembly expresses the wish that the society, by its central and by its branch-societies, should aim at having a law passed prohibiting children from being employed in factories below the age of 12, and, if possible, not to be employed below the age of 14.

"2. The central society will draw up schedules for educational statistics, which must be adopted by all the branch-societies."

In an evening-session the assembly discussed the importance of school-libraries, and finally entered upon the discussion of the question, "Is our elementary instruction perhaps not practical enough, and may not this be the cause of irregular attendance?" Many interesting remarks were made, but owing to lack of time no positive result was arrived at.

INDUSTRIAL SCHOOLS FOR THE INDIGENT.

Such schools have, during the last year or two, been founded in some of the larger cities, particularly in Amsterdam, Rotterdam, Groningen, &c. In the Amsterdam school there are at present 104 scholars, (all boys;) these receive an education which will enable them to earn a living immediately on leaving the school. The hours of instruction are from 8 a. m. till 8 p. m., with an intermission of two hours at noon. Fourteen hours a week are set apart for instruction in arithmetic, writing, mathematics, geography, chemistry, and natural philosophy; 16 hours for instruction in cabinet-making, blacksmith's work, turning, telegraphy, &c.; 18 hours for drawing, designing, and modeling. The whole course occupies three years. The annual expense for each scholar is 18 guilders, (about \$7,) which sum is partly paid by the parents, and partly raised by subscriptions.

The King takes a great interest in this school, and visits it every time he comes to Amsterdam. One large room is entirely occupied by a very fine collection of tools, models, and different apparatus, a gift of the King.

There is likewise at Amsterdam an industrial school for poor girls, where for 20 guilders a year (about \$8) girls are instructed in drawing, music, sewing, knitting, embroidering, nursing of the sick, and the elements of medicine and pharmacy.

JEWISH ORPHAN ASYLUM.

In July last the great Central Jewish Orphan Asylum of the Netherlands was solemnly opened at Utrecht. Its object is to receive and educate all Jewish orphans, both from the Netherlands and from the colonies.

SCHOOL REPORT FOR 1869-70.

Through the kindness of the representative of the Netherlands at Washington, the last report (for 1869-70) on education in the Netherlands has been received. All the schools are grouped in three classes, viz:

1. *Superior instruction*, (*Hooger Onderrwijs*,) embracing the universities, atheneums, Latin schools, and gymnasia.

2. *Secondary instruction*, (*Middelbaar Onderrwijs*,) embracing the burgher-schools, the higher burgher-schools, agricultural schools, polytechnic schools, navigation-schools, institutions for deaf-mutes and blind, schools for nurses, and schools of veterinary surgery.

3. *Primary instruction*, (*Lager Onderrwijs*,) embracing the elementary schools of various grades, and the normal schools, evening-schools, &c.

A separate group is formed by the schools and academies for the army and navy, another by the prison-schools, and still another by the infant-schools.

1.—*Superior instruction.*

There are three universities, Utrecht, Leyden, and Groningen; two atheneums, Amsterdam and Deventer; and fifty-five gymnasia and Latin schools, (the same kind of institution, the difference being only in the name.) These last mentioned are, accord-

ing to provinces, distributed in the following manner: North Brabant, (population, 440,302,) 11; Gelderland, (population, 439,715,) 13; South Holland, (population, 711,437,) 9; North Holland, (population, 602,018,) 3; Zeeland, (population, 181,471,) 2; Utrecht, (population, 176,868,) 2; Friesland, (population, 304,702,) 4; Overijssel, (population, 260,680,) 6; Groningen, (population, 234,303,) 3; Drenthe, (population, 103,056,) 1; Limburg, (population, 223,785,) 1.

Universities.

Faculties.	Number of students.			
	Leyden.	Utrecht.	Groningen.	Total.
Theology	75	191	34	300
Law	359	148	51	558
Medicine	123	72	37	232
Mathematics and natural sciences	84	57	16	157
Literature	89	20	8	117
Total	730	488	146	1,364

Athenaeums.—The atheneums have the same course of instruction as the universities, the only difference being that they are not government, but municipal institutions, though under government supervision. The Amsterdam Atheneum numbers 228 students, viz: theology, 40; law, 37; medicine, 105; literature, 14; philosophy, 9. The Deventer Atheneum is small, having but 3 students and a preparatory class of 30 scholars.

Gymnasias and Latin schools.—These schools give a classical and mathematical education to prepare scholars for the universities and professional schools. The number of these institutions is 55, with a total of 213 teachers and 1,079 scholars.

Expenses for superior instruction.

Government expenditures for three universities.....	*Gulden. 507,954
Government expenditure for the Museum of Natural History at Leyden.....	20,276
Government expenditure for the Museum of Ethnology at Leyden.....	6,745
Government expenditure for the Botanical Museum at Leyden.....	2,309
Subsidy to Amsterdam Atheneum	3,000
Stipends for talented students at the universities	2,900
Subsidy to the practical course of medicine at Amsterdam.....	3,000
Subsidy to the Latin schools and gymnasias.....	40,722
Total government expenditure for superior instruction.....	586,906
Expended by the provincial government of North Holland for the Amsterdam Atheneum	10,000
Expended by the municipal government of Amsterdam for the atheneum ...	130,853
Expended by the municipal government of Deventer for the atheneum	3,775
Total expenditure for superior instruction	731,534
Or \$292,613.60, gold.	

The total income of the Latin schools and the gymnasias, from subsidies, school-fees, and other sources, was 101,640 guilders.

2.—Secondary instruction.

Burgher-schools.—Of these there are 44, among which there are 5 day-schools, 26 evening-schools, 2 business-colleges, 4 drawing-schools, 2 industrial schools, and 6 preparatory schools, with a total of 305 teachers and 3,283 scholars.

Higher burgher-schools.—Of these there are 41, viz, 15 government schools; 25 municipal schools; and 1 private school, with a total of 484 teachers and 3,201 scholars.

The course of instruction in these two classes of institutions is very similar, only that the course in the higher burgher-schools is fuller than that of the burgher-schools. The higher burgher-schools have three classes, and the following is the plan of instruction:

* The guilder is equal to about 40 cents.

Plan of instruction in the higher burgher-schools.

Studies.	Hours per week.			
	1st class.	2d class.	3d class.	Total.
Natural philosophy.....	2		1	5
Chemistry.....			1	4
Natural history.....			1	5
Mathematics.....			1	6
Dutch.....			1	8
French.....			1	7
English.....			1	7
German.....			1	9
Italian.....			1	4
Political economy and statistics.....			1	4
Book-keeping.....		1		3
Commercial law.....		1	1	2
Knowledge of goods.....			1	2
Commercial arithmetic and weights and measures.....	4	3	3	10
General history and history of commerce.....	3	2	2	6
General and commercial geography.....	3	2	3	8
Constitution and laws of the Netherlands.....		1	1	2
History, geography, &c., of India.....			1	1
Penmanship.....	2	1	1	4
Free hand drawing.....	2	2		4
Total.....	32	34	35	101

Agricultural schools.—The Netherlands, being chiefly a commercial country, possess but one agricultural school at Groningen. There are 7 professors and 15 students during the winter-term, and 4 during the summer-term. The course of instructions embraces agriculture, mathematics, natural philosophy, chemistry, natural history, and political economy. The Horticultural Society supports a school of horticulture at Watergraafsmeer, numbering 28 students. During the years 1868 and 1869, Mr. De Beucker delivered 141 lectures on horticulture and fruit-culture in 34 cities and towns.

The Polytechnic School.—The number of students during the year 1869-70 was 168, and the number of professors 21. The course of instruction is the following:

Course of instruction in the Polytechnic School.

Studies.	Hours per week.	
	Theoretical exercises.	Practical exercises.
Descriptive geometry.....	3	4
Analytical geometry.....	4	
Trigonometry.....	2	
Analysis.....	2	
Differential calculus.....	1	
Theoretical and practical mechanics.....	13	
Natural philosophy.....	6	
Chemistry.....	9	17
Mineralogy.....	4	
Geography.....	2	
Machine-drawing.....	6	8
Knowledge of machinery.....	2	
Mechanical technology.....	6	
Chemical technology.....	3	
Civil architecture.....	7	27
Hydraulic architecture.....	9	20
Naval architecture and drawing.....	5	5
Surveying and geodesy.....	5	
Drawing of plans.....	2	
Weights and measures.....	6	6
Political economy.....	2	
Commercial law.....	1	
Administrative law.....	2	
Free-hand drawing.....	12	
Embossing, (not specified).....		
Practical exercises in the workshops, (not specified).....		

Schools of navigation.

Number.	Location.	Teachers.	Scholars.	Entered the navy.	Entered the merchant-service.	Passed examination as steersman.
1	Rotterdam †.....	3	45			
2	Leyden.....		88	76	5	
3	Amsterdam.....		48			10
4	Amsterdam.....		15			
5	Helder.....		13			5
6	Vlieland.....		35			
7	Harlingen.....		59			11
8	Schiermonnikoog.....		76			
9	Navigation course at the Academy Minerva at Groningen.....		24			7
10	Delfzijl.....		11			2
11	Veendam.....		34			13
	Total.....		448			45

These schools have all a more or less theoretical and practical course, every scholar making one or two voyages, which form an essential part of his studies, some of these voyages being only coast-voyages, and others voyages across the Atlantic.

Institutions for the deaf-mutes and blind.—Institution for Deaf-Mutes at Groningen, 165 inmates—88 males, 77 females; Deaf-Mute College at Rotterdam, 95 students—52 males, 43 females; Asylum for Deaf-Mutes at St. Michiels-Geestel, 120 inmates—66 males, 54 females; Institution for the Blind at Amsterdam, 49 inmates—33 males, 16 females; Asylum and College for the Blind at Amsterdam, 43 inmates—17 males, 26 females; Mr. Kingma's school for deaf-mutes and neglected children at Amsterdam, 45 inmates.

Institutions for the preparation of civil officers for Dutch India.—1. *Government institution at Leyden*: The course of instruction embraces Javan language; Malay language; Mohammedan law; laws and institutions of Dutch India; geography, history, ethnology, and statistics of Dutch India; the religions of Dutch India. The number of students during the last year was 30. 2. *Municipal institution at Delft*: Course of studies the same as at the Leyden school. Number of students, 48.

Miscellaneous secondary schools.—The number of these schools supported entirely by the municipal authorities of the towns or cities where they are located is 40, viz: 21 drawing-schools, 15 industrial schools, 1 school for the study of mathematics, 1 school for the study of natural sciences, 2 schools of gymnastics, and 1 singing-school.

School for nurses.—This school is a government institution, with 21 students. It is both theoretical and practical, about 150 pregnant women of the poorer classes having been delivered in this institution during the year.

School of veterinary surgery.—This school has a three-years' course, and was attended by 23 students, 9 in the first, 6 in the second, and 8 in the third class. Connected with the school is a hospital for animals, in which 880 animals were treated during the year, viz: 167 horses, 98 oxen and cows, 32 sheep and goats, 30 hogs, 385 dogs, 25 cats, and 43 birds. Of these, 559 were cured, 50 died, and 271 were convalescent.

Income and expenditure of secondary instruction.

A.—EXPENDITURE.

	Guilders.
1. By the government:	
Institution for the preparation of civil officers for Dutch India.....	23, 439
Inspectors of secondary instruction.....	11, 191
Polytechnic School.....	93, 635
Government higher burgher-schools.....	511, 532
Subsidies to municipal higher burgher and miscellaneous schools.....	160, 116
Traveling and other expenses of the examination-committee.....	22, 273
Government subsidies to various institutions.....	19, 626
Total government expenditure.....	841, 672
2. By the municipal authorities:	
Higher burgher-schools, burgher-schools, &c.....	622, 029
Municipal institution for the preparation of civil officers for Dutch India.....	11, 010
Various municipal secondary institutions.....	35, 780
Total municipal expenditure.....	673, 819
Grand total of expenses for secondary instruction.....	1, 517, 549
Or, gold.....	8607, 016 68

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B.—INCOME.

From school-fees	<i>Guilders.</i> 179,757
From other sources	156,424
Total income of government and municipal schools	336,181
Or, gold.....	\$134,472 40

3.—Primary instruction.

1.—NUMBER OF SCHOOLS.

Provinces.	Population.	Public schools.			Private subsidized schools.			Private non-subsidized schools.			Total.		
		Elementary schools.	Elementary schools of a higher grade.	Total.	Elementary schools.	Elementary schools of a higher grade.	Total.	Elementary schools.	Elementary schools of a higher grade.	Total.	Elementary schools.	Elementary schools of a higher grade.	Total.
North Brabant	440,302	235	67	302	22	8	10	41	97	138	278	172	450
Gelderland	439,715	268	51	319	22	33	55	39	77	116	229	161	49
South Holland	711,437	270	55	325	1	13	14	85	115	200	356	183	53
North Holland	602,018	238	76	314	4	10	14	55	161	216	297	247	544
Zealand	181,471	104	42	146	3	1	4	12	18	30	119	61	180
Utrecht	176,868	74	7	81	.....	15	28	49	77	102	71	173	173
Friesland	304,702	325	29	354	.....	9	9	31	14	45	356	52	408
Overijssel	260,680	192	74	266	9	20	29	25	20	45	226	54	280
Groningen	234,303	206	18	224	5	9	14	21	8	29	232	35	267
Drenthe	108,056	143	2	150	.....	4	4	7	.....	7	155	6	161
Limburg	228,785	119	56	175	.....	6	6	17	34	51	136	96	232
Total	3,688,337	2,179	417	2,596	46	128	174	361	593	954	2,586	1,138	3,724

2.—NUMBER OF TEACHERS.

Provinces.	In the public schools.			In the private subsidized schools.			In the private non-subsidized schools.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
North Brabant	591	14	605	18	6	24	151	352	503	760	372	1,132
Gelderland	708	26	734	63	25	88	184	133	317	955	184	1,139
South Holland	1,216	160	1,376	16	14	30	634	282	916	1,866	456	2,322
North Holland	990	102	1,092	25	15	40	579	335	914	1,594	452	2,046
Zealand	333	34	367	3	.....	3	51	20	71	329	54	383
Utrecht	229	15	244	24	16	40	164	99	263	417	130	547
Friesland	709	50	759	15	2	17	98	3	100	821	55	876
Overijssel	503	7	510	32	23	55	82	33	115	617	63	680
Groningen	506	24	530	17	12	29	81	14	95	604	50	654
Drenthe	265	4	269	5	5	10	13	.....	13	283	9	292
Limburg	378	21	399	.....	22	22	53	130	183	421	173	594
Total	6,428	457	6,885	218	140	358	2,088	1,401	3,489	8,735	1,998	10,733

3.—NUMBER OF SCHOLARS ON THE 15TH OCTOBER, 1869.

Provinces.	In the public schools.			In the private sub-subsidized schools.			In the private non-subsidized schools.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
North Brabant.....	17, 829	9, 466	17, 295	349	179	528	3, 825	11, 081	14, 906	22, 003	20, 726	42, 729
Gelderland.....	20, 484	16, 750	37, 234	1, 119	674	1, 793	3, 862	5, 268	9, 130	25, 465	22, 692	48, 157
South Holland.....	28, 798	26, 490	56, 288	364	184	448	11, 314	11, 909	23, 223	41, 376	38, 583	79, 959
North Holland.....	26, 277	22, 045	48, 322	321	340	661	9, 695	9, 878	19, 573	36, 293	32, 263	68, 556
Zealand.....	8, 339	7, 497	15, 836	96	92	188	1, 172	1, 219	2, 391	9, 607	8, 808	18, 415
Utrecht.....	6, 542	5, 761	12, 303	274	197	471	3, 595	3, 732	7, 327	10, 411	9, 660	20, 071
Friesland.....	18, 296	16, 224	34, 520	155	42	197	2, 296	1, 912	4, 208	20, 747	18, 178	38, 925
Overijssel.....	13, 678	11, 934	25, 612	163	355	518	1, 864	2, 122	3, 986	15, 705	14, 411	30, 116
Groningen.....	14, 316	13, 653	27, 969	271	378	649	1, 834	1, 682	3, 516	16, 421	15, 113	31, 534
Drenthe.....	6, 200	5, 711	11, 911	64	75	139	398	345	743	6, 662	6, 131	12, 793
Limburg.....	9, 708	6, 351	16, 059	3	772	775	1, 366	3, 528	4, 894	16, 077	10, 651	21, 728
Total.....	171, 467	141, 262	312, 729	3, 079	3, 288	6, 367	41, 221	52, 666	93, 887	215, 767	197, 216	412, 983

Evening-schools.—In all the provinces of the Netherlands there are a great number of evening-schools, kept mostly by the teachers of the public day-schools, partly for the benefit of pupils of the day-schools who wish to have more opportunities of studying, partly for the benefit of young persons employed in stores and factories. On the 15th October, 1869, the evening-schools were attended by 36,944 scholars of the day-schools, viz, 25,637 boys and 11 307 girls, and by 8,735 young persons, viz, 5,189 boys and 3,546 girls.

Comparative statistics.

Provinces.	Total population on the 31st December, 1869.*		Number of children.				Children attending the day-schools in January, 1869.				Of every 100 boys (girls) the following number did not attend.				
	Male.	Female.	Total.	6, 7, and 8 years old.		9, 10, and 11 years old.		6, 7, and 8 years old.		9, 10, and 11 years old.		6, 7, and 8 years old.		9, 10, and 11 years old.	
				Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
North Brabant	218, 301	216, 732	434, 933	12, 999	12, 735	12, 864	12, 136	2, 666	3, 250	2, 670	3, 135	21	26	21	26
Gelderland	222, 100	214, 808	436, 908	14, 425	13, 782	14, 048	13, 155	2, 616	3, 103	2, 315	2, 913	18	23	16	22
South Holland	334, 701	387, 452	692, 153	22, 732	22, 532	21, 214	20, 754	4, 776	6, 039	4, 165	4, 914	21	27	20	24
North Holland	284, 140	301, 786	585, 926	20, 138	19, 434	18, 803	18, 298	6, 037	6, 691	4, 811	5, 808	30	35	26	32
Zealand	88, 774	90, 524	179, 298	5, 970	5, 871	5, 722	5, 722	1, 026	1, 353	1, 065	1, 608	17	23	18	22
Utrecht	87, 262	89, 540	176, 802	5, 605	5, 309	5, 332	5, 248	1, 038	1, 164	1, 033	1, 428	19	22	19	27
Friesland	148, 093	150, 059	298, 152	10, 454	9, 992	9, 800	9, 505	1, 811	1, 785	2, 250	3, 344	17	18	23	34
Overijssel	132, 254	136, 004	258, 258	8, 796	8, 038	8, 300	7, 884	1, 630	1, 312	1, 737	2, 301	19	16	21	28
Groningen	114, 592	116, 489	231, 081	8, 174	7, 858	7, 794	7, 260	1, 716	1, 630	1, 642	1, 597	21	21	21	22
Dronthe	55, 847	51, 750	107, 597	3, 508	3, 445	3, 537	3, 331	423	493	530	747	13	14	15	23
Limburg	114, 841	111, 938	226, 790	7, 249	7, 000	7, 154	6, 759	1, 712	1, 893	888	1, 373	24	27	12	20
Total in 1869	1, 801, 415	1, 827, 053	3, 628, 468	120, 130	116, 296	114, 813	110, 182	25, 451	28, 743	23, 115	29, 168	21	24	20	26
Total in 1867	1, 782, 211	1, 810, 204	3, 592, 415	118, 844	115, 311	113, 585	109, 172	27, 092	31, 686	24, 107	30, 319	23	27	21	28
Increase	19, 204	16, 849	36, 053	1, 286	1, 085	1, 228	1, 010	9, 341	9, 043	992	1, 151	.....	.....	.....	.....
Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* The population given here is from the Dutch report, while the dates given before are from the Almanach de Gotha for 1872, both claiming to be official publications.

Number of children that were instructed cost free.—As a general rule a regular school-fee is paid in all the private and public day-schools, but in the case of poor parents an exception is made. Thus, on the 18th October, (the day when the census was taken,) in all the day-schools, (public and private,) 206,724, or about one-half of all the children attending these schools, were instructed cost free. Of this number 107,699 were boys and 99,025 girls.

Schools for adults.—The number of schools for adults is 210, (71 public, 24 private subsidized schools, and 115 non-subsidized schools.) The number of teachers in these schools is 484, viz. 392 males and 92 females. The number of scholars is 11,446, viz. 6,329 males and 5,117 females.

Normal schools.—There are both government and private normal schools and normal classes. The number of government normal schools is 3, viz. Hertogenbosch, Haarlem, and Groningen, with a total number of students, 114. The course of instruction takes up four years, and is somewhat differently arranged in the different schools.

The following is the course of instruction of the school at Hertogenbosch :

Studies.	Hours per week.			
	1st year.	2d year.	3d year.	4th year.
Penmanship	2	2	2	2
Arithmetic	5	5	3	4
Grammar	1	1	1	1
Dutch language and literature	1	6	6	6
Geography	3	3	2	2
History of the Netherlands	2	2	1	1
General history	1	1	1	1
Natural sciences and natural history	2	2	2	2
Vocal music	4	4	3	2
Instrumental music				
Pedagogics	1	1	2	2
Gymnastics	3	3	3	3
Drawing	6	6	4	4
Mathematics	2	4	3	2
French		3	2	2
German			2	1
Horticulture			2	2
Anatomy, physiology, and hygiene		1	1	2
Total	39	44	40	39

The normal courses are chiefly supported by the communities where they are located, or by the provinces; but most of them enjoy a government subsidy, are under government supervision, and have a very similar course of instruction to that of the government normal schools. The number of these courses is 27, with 831 students.

With quite a number of the elementary schools, normal classes for the practical education of teachers are connected. Such classes are connected with 56 schools, and number 509 students.

There are 12 normal schools and normal courses for female teachers, all private, or provincial or municipal, but most of them subsidized by the government. The number of students during the last year was 262.

Teachers' societies.—The number of teachers' societies during the year 1869 was 247, with a total of 3,834 members.

Income and expenditure of primary instruction.—Expenditure by the central government: 479,734 guilders, or \$191,893.60 gold.

Income and expenditure of the various communities.

Objects of expenditure.	Amount.	Sources of income.	Amount.
	<i>Guilders.</i>		<i>Guilders.</i>
Teachers' salaries	2, 676, 134	School-fees	793, 361
Teachers' lodging and rent of school-houses	73, 116	Subsidy by the central government	169, 260
New buildings	718, 983	Contributions by the communities	20, 797
Repairs, &c.	258, 668	Contributions by the provincial government	4, 521
Furniture and apparatus	321, 036	Income from special funds	60, 741
Light and fuel	104, 788		
School-committees	16, 247		
Teachers' pensions	44, 751		
Subsidies to different schools	56, 704		
Education of teachers	13, 690		
Paid to other communities	20, 737		
Sundries	67, 084		
Total	4, 372, 003	Total	1, 048, 681

Grand total expenditure for education (superior, secondary, and primary) by the central government, the provinces, and the communities, 6,621,079 guilders, or \$2,648,431.60, gold.

4.—*Educational institutions for the army and navy.*

Royal Military Academy.—The number of cadets in 1869 was 185. The course lasts three years, and during the last year 72 of the cadets became officers, viz, 45 in the home service, 26 in Dutch India, and 1 in the West Indies.

Staff-School.—This school has 3 professors. Generally 4 lieutenants are sent to this school per annum from each of the arms, (infantry, cavalry, artillery, and engineers.) The course embraces mathematics, natural sciences, geodesy, history of the military sciences, geography, French, German, and English, free-hand drawing, plan and map drawing, surveying, tactics, fortification, and military law.

Instruction-battalion.—On the 15th October, 1870, this battalion numbered 31 officers and 476 non-commissioned officers and privates. The course is both theoretical and practical.

Artillery instruction-company.—For the education of non-commissioned officers for the artillery. On the 1st November, 1869, this company numbered 175.

Scientific courses in the different army-corps.—Intended for the further education of non-commissioned officers. In 1869, 102 took part in these courses, (infantry, 74; cavalry, 15; and artillery, 13.)

Corps-schools.—Each army-corps has elementary schools. The number of teachers in these schools in 1869–70 was 201, mostly officers, and the number of scholars 7,553, (infantry, 6,299; cavalry, 519; artillery, 596; engineers, 139.)

Royal Naval Academy at Willemsoord.—The number of cadets in 1869 was 68. The course is both theoretical and practical, and embraces a cruise of about a year.

School for officers of the marine-corps at Amsterdam.—The course lasts three years. The number of cadets in 1869 was 9.

Instruction for naval machinists.—This instruction is both theoretical and practical, and is given on board a man-of-war at Hellevoetsluis. The course lasts 2 years, and was in 1869 attended by 43 scholars.

Instruction for steersmen.—Two ships are used for this instruction, one at Amsterdam and the other at Willemsoord; at the former place there were 109 scholars, and at the latter about 80.

Army and Navy Medical School.—The number of students in 1869 was 84; 5 left the school during the year and received places as physicians, (1 in the home service, 1 in the navy, and 3 in India.)

School for Military Druggists in India and the West Indies.—The course of study lasts 4 years, and the number of students in 1869–70 was 12.

5.—*Prison-schools.*

During the year 1869, instruction (chiefly in the elementary branches) was given in 8 penitentiaries, 13 municipal and military jails, and in 23 prisons. The following are the statistics:

Statistics of prison-schools.

Character of institution.	Total number of prisoners.	Took part in the course of instruction.	Did not take part in the course of instruction.		Total.
			On account of old age and sickness.	As being insufficiently educated.	
Penitentiaries.....	3,600	1,113	536	951	1,687
Municipal and military jails.....	7,632	1,638	1,614	4,380	5,994
Prisons.....	7,279	1,773	2,825	2,681	5,506
Total.....	17,511	4,524	4,975	8,012	12,987

With all these institutions, there are libraries for the use of the prisoners, with a total of 10,385 volumes. These libraries are used by 9,965 prisoners. Of the prisoners who took part in the course of instruction, 1,527 were below 20 years of age, 1,745 were between 20 and 30 years, 804 between 30 and 40, and 443 above 40.

6.—*Infant-schools.*

These schools, either public or private, are for children between the ages of 4 and 6; the number of the public schools being 78, with 371 teachers, (5 males, 107 females, and 259 assistants—sex not stated,) and 12,834 pupils, (6,531 boys, 6,303 girls,) and the number of the private schools being 579, with 1,633 teachers, (24 males, 735 females, and 874 assistants—sex not stated,) and 50,435 pupils, (22,934 boys, 27,501 girls;) making a total of 657 schools, with 2,004 teachers and 63,269 pupils, (29,465 boys, 33,804 girls.)

STATISTICS OF ILLITERACY.

These statistics, contained in the official report on education, 1869–70, refer only to the military conscripts. Of 2,227 conscripts 803 could neither read nor write, and 1,424 possessed only a very insufficient knowledge of reading and writing.

PORTUGAL.

(Constitutional Monarchy—Kingdom. Area, 36,510 square miles. Population, 4,360,974.)

Highest educational authority, THE MINISTER OF THE INTERIOR. A. RODRIGUES DE SAMPAIO; General director of public instruction, COUNSELOR C. B. DA SILVA.

STATISTICS.

No second report having been received from Portugal, the statistics of January 1, 1870, are given here from the official paper "O Diario do Governo," as already published in the circular of information for February, 1872:

Districts.	Schools.			Scholars.		
	For boys.	For girls.	Total.	Boys.	Girls.	Total.
Aveiro.....	111	17	128	7,455	996	8,451
Beja.....	87	42	99	3,081	667	3,748
Braga.....	99	9	108	6,943	413	7,361
Bragança.....	100	14	114	4,531	735	5,266
Castello Branco.....	94	13	107	4,258	690	4,948
Coimbra.....	125	13	138	7,307	698	7,945
Evora.....	38	10	48	1,670	626	2,296
Faro.....	49	4	53	2,163	276	2,439
Guarda.....	168	25	193	7,902	1,679	9,581
Leiria.....	77	10	87	3,229	497	3,686
Lisboa.....	115	33	148	6,973	1,798	8,071
Porta Allegro.....	52	11	63	2,024	729	2,753
Porto.....	122	21	143	8,106	1,226	9,332
Santarem.....	84	15	98	3,811	625	4,436
Vianno de Castello.....	71	5	76	4,791	450	5,241
Villa Real.....	137	15	152	8,090	835	8,925
Vizen.....	206	23	229	11,544	1,301	12,845
Angra.....	32	6	38	1,653	326	2,009
Funchal.....	25	9	34	1,088	380	1,468
Horta.....	26	11	37	1,483	801	2,284
Ponta Delgada.....	22	9	31	1,743	1,194	2,867
Total.....	1,807	314	2,121	99,905	6,927	106,132

At the end of the year 1869, 6,001 boys and 654 girls (in all 6,655 children) had finished their education.

RUSSIA.

(Absolute hereditary Monarchy—Empire. Area, about 7,225,374 square miles. Population, 82,159,630.)

Minister of public instruction, COUNT D. TOLSTOI.

RE-ORGANIZATION OF SECONDARY AND OTHER SCHOOLS.

Count Tolstoi, the minister of public instruction, has drawn up the draught of a law re-organizing the gymnasia and other secondary schools. The Emperor has appointed a committee for examining this draught, with General Count Stroganow as president, and the prince imperial, Prince Peter of Oldenburg, the minister of public instruction, war, and finance, as well as some other prominent counselors of the empire, as members. This committee is to have the powers of a government department.

Count Tolstoi and the minister of the interior are likewise commissioned to establish new elementary schools in all parts of the empire where they are wanted, and procure the necessary funds. Count Tolstoi spent part of the month of August in Berlin, in order to make himself personally acquainted with the Prussian school-system.

PRIVATE EDUCATIONAL ENTERPRISES.

Great zeal is manifested by the provincial and city authorities for the furtherance of education. Thus the municipal council of St. Petersburg (*Duma*) has appropriated an annual sum of 75,000 roubles (3 francs 75 centimes each) for the establishment and maintenance of 28 new elementary schools. The city of Riga has also appropriated a sum of money sufficient to found and maintain 6 new elementary schools.

RUSSIANIZING THE BALTIC PROVINCES.

The national Russian party is still zealously engaged in spreading the Russian language further in church and school in the Baltic provinces. The orthodox seminary of the ancient city of Riga got as its president a general, and the director of the German gymnasium was obliged to introduce the Russian language as the language of instruction. The Livonian chambers passed a protest against the introduction of the Russian language in the secondary schools of Livonia. The Esthonian chambers sent a deputation to St. Petersburg to protest against the encroachments on their native language. They were assured by the Emperor that the privileges of the Esthonian population with regard to the use of their native language in church and school should not be touched, and that the schools, with the sole exception of technical and professional schools, should retain the Esthonian language as the language of instruction.

UKASE OF THE EMPEROR REGARDING INSTRUCTION IN GERMAN.

Immediately on his return from a journey to Germany during the summer of 1871, the Emperor published a ukase (order) directing the ministry of public instruction to see to it that the German language should have more hours of instruction than the French or any other modern language in all the privileged private day and boarding schools.

EDUCATIONAL MUSEUM.

The national Russian industrial exposition at St. Petersburg, in which educational apparatus was also represented, first caused the authorities and educators of the country to conceive the idea of an educational museum. This idea was soon carried out in the most liberal manner and on a grand scale, so that now there is, besides the many other attractions of St. Petersburg, a great educational museum, containing a very complete collection of apparatus, text-books, school-furniture, &c., used in the educational institutions of the country from the lowest grade to the highest. The section containing aids for the domestic education of children between the ages of 6 and 15 is particularly rich.

READING-ROOMS.

An extraordinary sitting, has recently taken place in St. Petersburg, of the committee on primary instruction, the object of which was to consider the report on the establishment of popular reading-rooms. The project proposes 1,220 roubles (3 francs 75 centimes each) as the cost of installation, and 2,700 roubles for the expenses of maintenance. The expected receipts are 400 roubles; therefore, evidently, gifts or subscriptions

change of teachers from one gymnasium to the other. Thus, of the total number of teachers in 1867, scarcely 47 per cent. were at their old places at the end of 1871, and in the district of Odessa the percentage was only 13.

TECHNICAL REAL-SCHOOLS.

Some time ago the minister of public instruction laid before the council of the empire a plan of reform, according to which the real-gymnasia should be transformed into technical real-schools, *i. e.*, instruction in ancient languages should be almost entirely dropped in these institutions, and modern languages and natural sciences introduced instead. This plan was rejected by the council by 27 votes against 19, and the Emperor published a decree ordering the carrying out of this plan. The same was done, when last year a similar majority of the council declared themselves against the plan proposed by the minister to establish purely classical gymnasia by the side of the real-gymnasia. Both these imperial decrees are of great importance, as they insure greater thoroughness in both branches of instruction, the classical and the technical. The funds for the maintenance of the new technical real-schools are to be supplied from the national treasury.

RE-ORGANIZATION OF DISTRICT-SCHOOLS.

The Emperor and the council of the empire have sanctioned the re-organization of the district-schools proposed by the ministry of public instruction. The existing district-schools, (higher elementary schools,) 402 in number, are to be re-organized gradually, as fast as the teachers' seminaries can supply the necessary teachers. It is expected that the work of reform will be commenced in 1874. Seminaries are first to be established in the districts of St. Petersburg and Moscow, to be followed by the districts of Kasan, Charkov, Odessa, Wilna, and Kiev.

ENDEAVORS OF THE GOVERNMENT TO RAISE THE GENERAL STANDARD OF EDUCATION.

The chief of police of St. Petersburg, General Trepow, a man of high education and untiring in his efforts to raise its standard among the lower classes of the capital, starting from the idea that drunkenness and rowdyism among the lower classes are so prevalent because they have no chance to enjoy any rational amusements, instituted a course of popular lectures, meeting the expenses connected therewith from the funds of the police department. He engaged for these lectures the very best men of the country, and made the price of admission merely nominal. These lectures on various subjects, such as sacred and profane history, hygiene, geography, natural sciences, were kept in the most popular style, and made attractive by charts, maps, diagrams, pictures, and experiments. The result has surpassed all expectations, and many of the lectures had to be given repeatedly. The interest taken in these lectures is, according to the most reliable information, not based on a mere passing enthusiasm, but is firmly rooted in the populace.

COMPULSORY EDUCATION AMONG THE COSSACKS.

In the St. Petersburg Gazette we find the following interesting communication: "According to official information, there were among the Cossacks in the province of Orenburg, numbering 248,000 persons, 179 elementary schools, viz, 129 for boys and 50 for girls, attended by 3,760 scholars. Considering this number of schools entirely insufficient, and the attendance unsatisfactory, Major-General Boborykin, on the 19th August, 1871, published a decree, ordering the sub-hetmans to establish elementary schools in every village, and to enforce attendance at school for every boy from the age of 8 or 9. The Orenburg Cossacks are distributed through 401 towns and villages, and in every one of these a school-house and house for the teacher are to be built immediately at the expense of the town. In order to procure the required number of teachers, the non-commissioned officers, who all have a good elementary education, are to act as teachers. As it is supposed that but few of them possess any skill in teaching, regular pedagogical courses for them are to be held every year by experienced pedagogues appointed by the minister of public instruction. These courses are to last one month, usually during the summer, while the children are enjoying their vacation. The results have been so excellent that it is intended to hold six such courses per annum, three for male and three for female teachers. Since the publication of the above-mentioned order by the hetman, 118 new schools have been established, viz, 50 for boys and 68 for girls, so that the total number of schools is now 297. At the same time Sunday-schools have been established for adults between the ages of 17 and 19."

FINLAND.

For the following article on education in Finland we are indebted to Professor Felix Heikel, of the University of Helsingfors, Finland, now on a visit to this country:

paratory course in mathematics and drawing, the studies branch off in four departments, viz: one for civil engineers, (railroad and canal engineers;) one for machinists; one for architects; and one for chemists. The whole course embraces four to six years. In 1871 the number of professors was 16 and the number of students about 105.

"LYCEUMS," OR LATIN SCHOOLS.

These schools are the oldest public schools in Finland. Originally founded for ecclesiastical purposes, they have now been changed into institutions for a higher general or classical education. They embrace the American grammar-schools, high schools, and at least the two lower classes of colleges. Pupils are usually admitted at an age varying between 9 and 12 years. The course lasts from eight to nine years, and embraces religion, Latin in all classes, Greek, modern languages, mathematics, natural sciences, history, geography, vocal music, drawing, and gymnastics. In 1871 there were in operation 10 complete lyceums, with 7 classes each, and 12 having only the 4 lower classes. The total number of pupils in all the lyceums was 2,575. The lyceum at Helsingfors is called the Normal Lyceum, as candidates for teachers' places at lyceums or real-schools, after having finished their studies at the university, here receive a practical instruction for their profession by a university professor of pedagogics and four teachers.

THE UNIVERSITY.

The university was founded in the year 1640 in Abo, and after the conflagration of that city in 1828 was transferred to Helsingfors, the present capital of Finland. It has four faculties, or schools, viz, theology, law, medicine, and philosophy.

The number of "ordinary professors" in 1871 was 33, who, in order to obtain such a place, must give sufficient proof of having followed independent scientific investigations, and are obliged to lecture four times a week. Besides these there are 35 "extraordinary professors" and tutors. Condition of admission is the completion of a full course at a lyceum. The number of students is about 750. With regard to the selection of studies the greatest liberty prevails. The university library, which is open to the general public, embraces 140,000 volumes. The students have a special "students' library," with about 15,000 volumes, and a reading-room containing journals and periodicals from almost all civilized countries. Connected with the university there is an astronomical and magnetic observatory, a large chemical laboratory, a botanical garden, anatomical, zoological, mineralogical, numismatic, and historical collections, &c. The income of the university in 1871 was 1,162,000 marks, (mark, a Finnish coin, equal to 1 franc.) A large number of free places are annually distributed, and every year young men of talent are sent out to study at foreign universities or to study the educational institutions of other countries.

OTHER PUBLIC EDUCATIONAL INSTITUTIONS.

- One agricultural institute, with 11 professors.
- Three lower agricultural schools.
- One military academy, with 120 students.
- Six schools of navigation.
- Several evening and drawing schools.
- Four schools for deaf and dumb, with 10 teachers and 107 pupils.
- Two schools for blind.

SUPPORT OF THE SCHOOLS.

The public schools are for the greater part supported by the government of Finland, which for this purpose annually expends about two and a quarter million marks. All schools charge a small school-fee, varying between 2 and 100 marks annually. The annual fee in the military academy is 560 marks. There are free places for indigent scholars in all schools. Instruction at the university is entirely free of charge.

DURATION OF SCHOOL-YEAR AND VACATION.

The school-year, which in most schools begins on the 1st September, is divided into two terms, the first from September 1 till December 15; the second from January 15 till June 15.

SPAIN.

(Constitutional Monarchy—Kingdom. Area, 182,758 square miles. Population, 16,641,980.)

Minister of public works and public instruction, (fomento), SEÑOR ECHEGARAY.

No report has been received for this year, and it is therefore impossible to give many items of interest.

STATE OF EDUCATION.

Since the year 1845, the number of scholars in the public schools of Spain has doubled. Although a great deal has been done, and much zeal is manifested in the cause of education, much remains yet to be done to place the Spanish nation on a level with the more advanced nations of Europe. But now, since Spain has complete religious liberty, it is to be hoped that education and general enlightenment will advance more rapidly. The number of illiterate persons is still very large, as, according to good authority, only 3,129,421 persons (2,414,055 men and 715,366 women) are able to read and write.

NOBLE SENTIMENT EXPRESSED BY THE KING.

When, in January, 1871, King Amadeus had a conversation with his minister of finance, in which the latter informed him that the salaries of teachers had not been paid for quite a while, the King declared: "I shall not take any payment myself till these men have been granted their just dues."

SWEDEN AND NORWAY.

(Constitutional Monarchy—Kingdom. Area, 250,555 square miles. Population, 5,898,573.)

Minister of public instruction in Sweden, DR. G. WENNERBERG; *Minister of public instruction in Norway*, H. RIDDERWOLD.

MIGRATORY SCHOOLS.

In many parts of Sweden there are no regular schools, but teachers wander from place to place, keeping school for one week or longer in this farm-house, the next week in another. The Swedish government has during the last year made the most strenuous exertions to diminish the number of these schools, and soon they will have entirely disappeared.

TEACHERS AND TEACHERS' SEMINARIES.

In the instruction of small children female teachers are preferred to males; and in Stockholm the number of female teachers exceeds that of the males. In the seminaries for the education of female teachers there are also female professors employed. The seminary course occupies three years.

SALARIES AND FINANCES.

The salaries of Swedish teachers are divided into three classes, viz: class 1, \$360, \$60 for lodging and \$30 for fuel; class 2, one-fourth less than class 1; class 3, \$112 salary, \$30 for lodging and \$10 for fuel.

The Parliament annually appropriates \$71,400 for teachers' seminaries, for the support of elementary schools in poor districts, and for educational purposes generally.

STATISTICS.

The total number of public schools in the kingdom of Sweden, with the exception of Stockholm, (4,168,882 inhabitants,) is 7,118; viz: 10 higher schools; 3,432 elementary schools, properly so called; and 3,676 small schools. The number of children of school-age is 682,623, of whom 664,245 attended school, viz, 210 in the higher schools, 361,512 in the elementary schools, 186,885 in the small schools, 7,302 in other public institutions, 22,395 in private schools, while 85,943 received their instruction at their parental homes; 18,878 children received no instruction at all, viz, 2,537 on account of sickness, and 15,841 from other causes.

SCHOOL-STATISTICS OF STOCKHOLM.

The report of the Stockholm schools for 1870 shows that the great exertions made for spreading education by the city authorities and by private individuals have been rewarded by good results. The city of Stockholm, with a total population of 135,920, has 16,843 children of school-age, (between 7 and 14; of this number 12,849 received daily instruction; 2,313 attended schools that were not open every day, or, at any rate, the whole day; 1,681 were either instructed at their homes or received no instruction at all; of these 116 were prevented by sickness, and 970 were engaged as servants. In the public schools 7,655 children were instructed by 208 teachers, (male and female.)

Cases of non-attendance were comparatively rare, viz, about 9.6 per cent.; of these 1.2 per cent. without sufficient cause, 4 per cent. on account of sickness, 1.2 per cent. on account of want of decent clothes, 3.2 per cent. with valid excuses. Of the scholars 99.9 per cent. were instructed in religion, Swedish, writing, and arithmetic; 62.6 per cent., in geography and history; 52.7 per cent., in natural sciences; 9 per cent., in mathematics; 52.7 per cent., in drawing; 56 per cent., in vocal music; 56 per cent., in gymnastics. The number of girls instructed in needle-work was 2,180. Arboriculture was taught in 2 schools. The total expense of the public schools of Stockholm during the year was 185,775 rigsdaler, (about \$53,470 in gold.)

SWITZERLAND.

(Federal Republic. Area, 15,233 square miles. Population, (1870,) 2,669,095.)

Switzerland possessing no national system of education, each of the twenty-two cantons is treated separately.

ARGOVIA.

(Area, 502 square miles. Population, 198,873.)

STATISTICS.

The number of elementary schools is 527, and besides these are 26 repetition-schools, (schools for young people who have left the elementary schools.) The number of children attending school was 29,069. The attendance at school was, generally speaking, satisfactory; still there were 6,627 cases of absenteeism, of which 1,584 were punished with incarceration. The number of teachers was 530, (498 males and 32 females.) The highest salary paid was 2,200 francs, and the lowest 800 francs. The total sum expended for teachers' salaries was 495,200 francs, toward which the state contributed 186,460 francs.

According to the law, the course of instruction in the "repetition-school" (*Fortbildungsschule*) has to embrace all the subjects taught in the elementary schools, and continue them to a higher grade, with special reference to the various trades and to agriculture; instruction is also to be given in French.

The number of female industrial schools (*Arbeitschulen*) was 298, with 293 (female) teachers and 11,740 scholars. The highest salary paid to teachers in these schools was 800 francs, and the lowest 100 francs. The total sum paid for teachers' salaries was 55,800 francs, toward which the state contributed 18,700.

The cantonal reform-school at Olsberg had 42 scholars. During the last ten years 52 have left the institution, of whom 44 have become useful members of society. The school for poor girls at Friedberg had 8 scholars, the school for indigent children at Kastelen had 30, and three institutions for deaf-mutes at Aarau, Baden, and Zofingen had 52 inmates.

Voluntary schools for adults were held in twenty places; a course of agricultural lectures was held at Muri for teachers of such schools, toward which the state contributed 300 francs.

The examination of the recruits for military service showed that of 664 who were examined 91 had to attend the "*Strafschule*," (literally, "punishment-school.")

The 23 district-schools (schools intended to prepare for the secondary schools) were attended by 1,397 scholars, (1,306 boys and 91 girls,) varying in age from 11 to 21 years. The number of teachers was 69, and 72 assistants. The highest salary is 2,500 francs, and the lowest 2,000. The sum contributed by the state amounts to 70,600 francs. In most of these schools, Latin, Greek, English, and Italian are taught.

The "cantonal school" (highest secondary school) had 143 scholars, viz, 21 in the progymnasium, 81 in the gymnasium, and 41 in the industrial school. There are 17 teachers and 5 assistants. The teachers' seminary had 62 students in 3 classes, and the model-school connected with it 60 scholars. The total sum expended for the seminary was 47,500 francs, of which the state paid 29,200. The charges for board for each student amounted to 4½ francs per week.

The total state expenditure for education was 464,800 francs. The school-property of the whole canton was valued at 5,130,100 francs.

The public schools of Argovia are among the best-organized and best-managed of the whole of Switzerland.

AGRICULTURAL SCHOOL AT MURI.

Director Römer, of this school, resigned his position, and it seemed doubtful whether the institution would be continued. The matter formed the chief subject of discussion at the meeting of the agricultural society of the canton, and it was resolved to make

The result of the examination was the following :

	Reading.	Writing.	Arithmetic.
Very good.....	79	59	33
Good.....	48	41	40
Tolerable.....	22	47	34
Poor.....	5	27	21
Ignorant.....	0	0	26

GENERAL TEACHERS' CONFERENCE.

At the general teachers' conference, held in May, it was resolved to petition the government, 1. To lengthen the time of the elementary school ; 2. To establish more repetition-schools, with a longer and more thorough course.

BASLE.

(Area, 184 square miles. Population, 101,887.)

Since 1833 this canton is subdivided into two half-cantons, viz : Basle, city, and Basle, country, which will be treated separately.

A.—Basle, city, 47,760 inhabitants.

STATISTICS.

Primary schools.—The elementary boys' schools comprised 19 classes, with 965 pupils, and the elementary girls' schools, 34 classes, with 1,519 pupils. The country districts (3 townships) numbered 16 classes, with 429 pupils, (186 boys and 243 girls.) Besides these public schools, there were the following private institutions: A Catholic boys' school, with 6 classes and 373 pupils ; a Catholic girls' school, with 5 classes and 399 pupils ; a factory-school, with 75 scholars ; a French repetition-school, with 36 pupils ; an agricultural elementary school for indigent children, with 22 pupils ; 13 private elementary schools, mostly for girls, with 417 pupils ; and the city orphan-school, with 102 pupils, 51 boys and 51 girls.

Secondary schools.—The classical gymnasium (*humanistisches Gymnasium*) has 6 classes and 383 pupils ; the real-gymnasium, 5 classes, with 410 pupils ; the real-school, 4 classes, with 483 pupils ; the high school for ladies, 6 classes, with 464 pupils.

Superior schools.—The pedagogium, 3 classes, with 62 students, varying in age from 14 to 20 years ; the industrial school, 4 classes, with 129 students ; the university, 129 students, instructed by 41 professors.

Total of persons under instruction in Basle, city, 6,250.

SCHOOL-FINANCES.

Amount of university-fund, 1,790,000 francs ; value of university buildings and collections, 504,000 francs ; annual expenditure for the university, 204,300 francs, of which sum the state pays 128,800 francs ; total annual expenditure of Basle, city, for public instruction, 363,377 francs, or one quarter of the whole annual expenditure of the state.

TEACHERS' PENSIONS.

Basle, city, pays the largest pensions to teachers' widows and orphans. The pensions vary from 150 francs to 450 francs annually, according to length of service. The total sum paid for pensions was 6,009 francs.

SCHOOL-HYGIENE.

A special committee was appointed during the year to examine the sanitary condition of the schools. The result of their investigations was published, and treats of the school-benches, size of the school-rooms, lighting, ventilating, and heating. The committee condemned the use of iron stoves and recommended heating by warm water.

B.—Basle, country, population, 54,127.

DRAUGHT OF A NEW SCHOOL-LAW.

A draught of a new school-law was prepared by School-Director E. Frey. It is very elaborate, was universally considered eminently practical and progressive, and there is every probability that it will be adopted by the legislative assembly of the canton. The school-age of boys will be from 6 to 18, and that of girls from 6 to 11 years.

CANTONAL TEACHERS' UNION.

This union celebrated the twenty-fifth anniversary of its existence. It numbers 119 members. It is a peculiar feature of this union that all the clergymen of the canton are members; and that, in spite of this canton having been the first to introduce the separation of church and school, there exists the utmost harmony between teachers and clergymen.

SCHOOL-EXPENDITURE.

The annual expenses for public instruction amounted to 31,700 francs, the greater part of which is borne by the towns themselves.

ILLITERACY OF CONSCRIPTS.

During the year 209 conscripts were examined. Not one of them was unable to read fluently. As regards writing, 23 could only write very poorly, 96 tolerably well, 78 well, and 12 very well. There was not one who was entirely ignorant of writing. In arithmetic 43 did poorly, 76 tolerably well, 68 well, and 14 very well.

BERNE.

(Area, 2,561 square miles. Population, 506,455.)

GENERAL STATISTICS.

Teachers' seminaries.—Two for male teachers, with 160 students, and 2 for female teachers, with 45 students. Besides the teachers coming from these seminaries, 48 persons who had studied at other institutions received teachers' certificates.

Primary schools.—One thousand five hundred and forty-two, with 88,645 scholars and 1,530 teachers, (1,077 males and 453 females.) The highest number of scholars in one school is 116, the smallest 12, and the average 57.

Secondary schools.—Thirty-seven secondary schools, with 2,153 scholars, (939 girls and 1,214 boys,) and 100 teachers, (male and female;) 5 progymnasias, with 373 scholars and 42 teachers; 3 cantonal schools, with 622 scholars.

Superior schools.—One university, with 262 students, (theology, 31; law, 66; medicine, 108; philosophy, 53; veterinary surgery, 24.)

Special schools.—Ten industrial schools, with 350 scholars and 40 teachers; 42 infant-schools; and 80 private schools, with 4,687 scholars.

ILLITERACY OF CONSCRIPTS.

Of 1,441 conscripts that were examined, 2.8 per cent. were unable to read; 2.7 per cent., unable to write; 7 per cent., unable to cipher.

TEACHERS' UNION.

At a meeting of the Berne Teachers' Union, the following were among the subjects discussed: Every school should be thoroughly examined at least once a year; the school-inspectors and the teachers of the seminaries should hold conferences from time to time, &c.

SCHOOL-EXPENDITURE.

The total sum expended during the year for educational purposes amounted to 1,207,600 francs, viz: 597,500 francs for primary schools, 95,600 for teachers' seminaries, &c. The total expenditure of the canton was 11,450,000 francs, so that more than one-tenth was appropriated for school-purposes.

ELECTION OF TEACHERS.

The election of teachers by the people took place for the first time in Berne last year. The daily press strongly exhorted the people not to be led by any political reasons in this election, but, in spite of this, several excellent teachers were not re-elected, thus again showing the injustice of such an election.

THE VICTORIA INSTITUTION.

The Victoria Institution for Poor Girls at Wabern, near Berne, a private establishment founded by J. R. Schnell von Burgdorf, celebrated its tenth anniversary. During the ten years of its existence, 138 poor girls had been educated there, and the property of the institution amounted to 692,000 francs.

FRIBOURG.

(Area, 563 square miles. Population, 110,822.)

NORMAL SCHOOL AT HAUTERIVE.

According to the last programme received from this school, it combines a teachers' seminary and an agricultural school. The only education demanded from scholars entering is that received at the primary schools. The course of instruction embraces two years. Till quite recently the school had no special "practice-school," and if a repetition-course is to be held, the teachers are combined with the first class of the scholars. There were 62 students, of whom 19 participated in the repetition-course. The number of teachers was 3. The monthly fee for board and tuition is 30 francs for those that intend to become teachers, while others have to pay 50 francs. The privilege of the smaller fee obliges a ten-years' service as teacher.

GENEVA.

(Area, 91 square miles. Population, 93,195.)

PROPOSED REVISION OF THE PUBLIC-SCHOOL LAW.

The cantonal council has taken the necessary steps for the draught of a new school-law. The first step was to get the views of the teachers on the subject, and for this purpose each teachers' conference throughout the whole canton had one chapter of the draught sent to it for discussion and suggestions. According to the old law, instruction in the elementary schools was gratuitous and non-obligatory. A great number of schoolmen now demand the same for all the schools, (also the secondary and superior,) which, if carried out, would involve an increased expenditure of 400,000 francs per annum. Another new proposition is to take the superintendence of education entirely out of the hands of the government and give it to a number of fathers of families especially elected for that purpose. So far no definite result has been arrived at.

GLARIS.

(Area, 279 square miles. Population, 35,151.)

SCHOOL-EXPENDITURE.

The expenses for educational purposes only amount to 16,000 francs, while the total state expenditure was 152,000 francs. Most of the school-expenses in this canton are met by the towns themselves.

TEACHERS' PENSION-FUND.

The cantonal school-board resolved to discontinue the system of paying pensions to teachers from the cantonal treasury, but to make the existing Teachers' Widows and Orphans' Union more useful by making it obligatory for all teachers to join this union, and by raising the amount of contributions.

GRISONS.

(Area, 2,968 square miles. Population, 91,782.)

SCHOOL-EXPENDITURE.

The annual expenditure for public instruction during the last year amounted to 119,748 francs.

SECONDARY INSTRUCTION.

The cantonal school consists of a preparatory school, a gymnasium, and a real-school. The preparatory school numbered 13 pupils, the gymnasium 49, and the real-school 114. The teachers' seminary connected with the institution numbered 70 students.

LUCERNE.

(Area, 587 square miles. Population, 132,338.)

STATISTICS.

The number of primary schools is 249 and the number of teachers 246, (234 males and 12 females.) The lowest salary paid to teachers is 650 francs, and the highest 850; this is an improvement, as in former years the lowest salary paid was but 450 francs. The Teachers' Widows and Orphans' Society numbers 265 members and its funds amounted to 58,800 francs. The government annually contributes 1,500 francs. The total annual government expenditure for educational purposes was 209,138 francs.

THE NEW SCHOOL-LAW.

The new school-law, adopted in 1869, has gone into practical operation. It extends the school-age from the sixth to the fifteenth year, makes gymnastics obligatory, and entirely re-organizes the girls' industrial schools. Instead of the former cantonal school-inspector there are now four district school-inspectors for the four districts of the canton. Of the 114 school-counselors, 73 are laymen and 41 clergymen. In 1870 a normal course of gymnastics was instituted for teachers in primary schools, as likewise a normal course for teachers in girls' industrial schools. There is also a so-called recruit-school where an opportunity is offered to recruits to gain the necessary rudiments of learning. The result is satisfactory, and there are at present but few recruits who can neither read nor write.

NEUCHÂTEL.

(Area, 280 square miles. Population, 97,284.)

TEACHERS' SALARIES.

According to the new school-law the maximum salary of teachers has been fixed at 2,100 francs, and the minimum at 1,200; for female teachers the maximum is 1,300 and the minimum 1,000. In discussing the question of salaries, several speakers strongly advocated an equality of salaries, so as to make no difference between male and female teachers, but, the majority being of an opposite opinion, the motion was lost.

SCHAFFHAUSEN.

(Area, 119 square miles. Population, 37,721.)

COURSES OF INSTRUCTION FOR TEACHERS.

A peculiar sign of the times are the instruction-courses for teachers who are already employed as such. These courses are essentially different from the former "repetition-courses," in which subjects taught at the teachers' seminary were merely repeated by introducing new subjects. Besides this, there have been special courses in vocal music, and courses of instruction in female work for teachers in the female industrial schools. The expenses occasioned by these courses are borne in common by the cantonal and communal authorities. It is now intended to appoint itinerant lecturers, who are to hold a two-weeks' course of lectures on agriculture in various places, for the special benefit of teachers.

SCHWYZ.

(Area, 338 square miles. Population, 47,705.)

GRATUITOUS INSTRUCTION.

The question of abolishing all school-fees was pending before the cantonal council, but no definite result had been arrived at. Various petitions were made to the council in this direction, some of the petitioners advocating entire abolition of school-fees, while others proposed a graduated scale of school-fees, according to the pecuniary means of the parents, letting the children of the indigent attend school without any payment whatever, while the others would have to pay from 2 to 60 francs.

STATISTICS.

The number of elementary schools is 103, with 5,915 pupils; the number of teachers is 97, (61 males and 36 females;) of these 60 are laymen, 4 clergymen, and 33 members of religious sisterhoods. The teachers' seminary numbered 27 students.

SOLEURE.

(Area, 254 square miles. Population, 74,713.)

EXPENDITURE FOR EDUCATION.

The sum appropriated for educational purposes by the cantonal authorities amounted to 167,803 francs, (while the total cantonal expenses were 1,410,000,) divided as follows: administration, 6,788 francs; cantonal school, (secondary school,) 53,855; district-schools, (higher elementary schools,) 25,500; primary schools, 69,800; teachers' seminary, 11,860.

STATISTICS OF ILLITERACY.

Of 397 recruits who were examined, 316 wrote tolerably, 73 wrote poorly, and 8 could not write at all; in arithmetic, 189 could do a sum in fractions correctly, 182 incorrectly, and 46 could not do it at all; 351 could read well.

PRIVATE EDUCATIONAL ESTABLISHMENT.

Since 1865 Soleure possesses a most excellent boarding-school for youths between the ages of 9 and 18, in the institution of M. W. Breidenstein, in Grenchen, near the city of Soleure. This school, sanctioned by the cantonal authorities, is conducted in the true Pestalozzian manner, and its pupils come from all parts of the civilized world. It is one of those schools which can safely be recommended to American parents who wish to give to their children a liberal European education. The terms of this school are 1,500 francs (\$300) per annum, everything included except piano-lessons.

ST. GALL.

(Area, 747 square miles. Population, 191,015.)

CITY OF ST. GALL.

This city, of 10,000 inhabitants, expended 137,000 francs annually for her schools, and the school-property amounted to 1,534,000 francs.

TEACHERS' SALARIES.

The salaries of teachers being in most cases very insufficient, endeavors were made in the various district conferences to raise them, but these endeavors were only successful in a few isolated cases; thus, some villages in the district of Toggenburg voluntarily raised their teachers' salary from 1,000 francs to 1,200.

TESSIN.

(Area, 1,034 square miles. Population, 119,620)

STATISTICS.

The number of elementary schools is 467, with 15,021 scholars, while the number of children of school-age is 18,895. The number of teachers is 467, viz: 240 males and 227 females. The salaries of the teachers are entirely insufficient, so that during the last three years 150 teachers left the profession and sought other employment. The teachers' courses, held every year for the benefit of elementary teachers, were attended by 110, viz: 30 males and 80 females. During the years 1857 to 1869, these courses were attended by 2,247 persons, viz: 1,156 males and 1,091 females, and of this number 1,787 obtained teachers' certificates. The cantonal government during this same period expended about 100,000 francs for these courses, so that the average expenditure for the education of one teacher was about 56 francs.

Besides the primary schools there are 62 so-called "repetition-schools," (for the ben-

VAUD.

(Area, 1,181 square miles. Population, 231,700.)

TEACHERS' SEMINARY.

The canton possesses a teachers' seminary (*école normale*) at Lausanne, in two divisions, viz: one for males and one for females. The course in the male division occupies four, and the one of the female division two years. No person is admitted as a student who is younger than 16 years of age. There are stipends varying between 20 centimes and 1 franc per day. Persons enjoying such stipends are obliged to go through the whole prescribed course, and afterward teach for at least two years in some public school. If these conditions are not complied with, half of the stipend must be refunded. There is no regular practice-school connected with the seminary, but opportunity is given to the students of the highest class for practicing teaching in the lowest class of the seminary. Great attention is paid to the instruction in modern languages, and agriculture and hygiene are combined with the instruction in natural sciences. The school-plan is arranged in the following manner:

	Male-teachers' division.					Female-teachers' division.		
	Class I.	Class II.	Class III.	Class IV.	Total.	Class I.	Class II.	Total.
	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.
Religion	3	3	3	3	12	3	3	6
French	8	7	7	7	29	7	8	15
German	4	4	4	4	16			
Pedagogics		1	1	3	4		4	4
Swiss constitution			1	2	3			
Mathematics	4	5	5	4-5	18-19	3	3	6
Geography	3	3	3	2	11	3	2	5
History	2	2	2	2	8	2	2	4
Natural sciences	3	3	2-3	2-3	10-12	2	2	4
Vocal music	2	2	2	2-3	8-9	2	2	4
Instrumental music	2	2	2	2	8			
Pennanship	3	3	2	2	10	1	2	3
Gymnastics	4	4	2	2	12	2	2	4
	2-3	2-3	2-3	3	9-12	3	3	6
Housekeeping							2	2
Female work						8	6	14
	40-41	41-42	40-42	41-44		36	41	

ZUG.

(Area, 85 square miles. Population, 20,993.)

STATISTICS.

The number of primary schools is 51, with 2,212 scholars and 55 teachers, viz: 34 male and 21 female. Of this number 25 are lay and 30 clerical, so that the schools are pretty well under the influence of the clergy. The cantonal government contributes annually 3,419 francs toward the primary schools. The number of "repetition-schools" is 19, with 486 scholars. Of secondary schools there are 4, with 14 teachers and 130 scholars. There is one cantonal school, comprising a gymnasium, with 20 scholars, and a real-school with 32 scholars. The total number of teachers of all grades is 97, and the sum-total of their salaries amounts to 37,700 francs per annum. Toward the total sum expended for public instruction, the towns contributed 40,330 francs and the cantonal government 13,450 francs. The school-funds of all the towns amounted to 428,545 francs, of which 243,933 belonged to the city of Zug, with about 4,000 inhabitants.

ZURICH.

(Area, 665 miles. Population, 284,786.)

STATISTICS.

The number of primary schools is 306, attended by 32,466 scholars, and with 571 teachers; there are 334 female industrial schools, with 348 teachers and 9,860 scholars. The number of secondary schools is 59, with 92 teachers and 2,606 scholars, viz: 1,786 boys

obliged to introduce compulsory and gratuitous instruction in all the primary schools, but that the federal authorities should be empowered to fix the minimum of education in the primary schools of all the cantons by suitable laws.

TURKEY.

(Absolute Monarchy—Empire, (Sultanate.) Area: Turkey in Europe, 297,438 square miles; Turkey in Asia, 660,870 square miles; Turkey in Africa, 943,740 square miles—total, 1,812,048 square miles. Population: Turkey in Europe, 16,035,000; Turkey in Asia, 16,463,000; Turkey in Africa, 10,000,000—total, 42,498,000.)

Minister of public instruction, AHMED VEFIK-EFFENDI.

LECTURES ON TURKISH LAW.

In order to further a higher standard of education, the government has established an annual course of lectures on Turkish law.

PRIZES FOR TURKISH TEXT-BOOKS.

The government has likewise set prizes for the best text-books written in the Turkish language. The highest prize (\$576, gold) will be given for a Turkish grammar; 11 first prizes and 11 second prizes will be given for text-books on morale, history, biography, geography, poetry, orthography, reading, and writing. The lowest prize is to be \$144, gold. It is the intention of the government, to make the schools more and more national, and to abolish the old Arabian system. It is hoped that thereby the historical, biographical, and poetical works of Turkish literature will be made more popular, which hitherto were only known and read in the houses of the rich.

THE IMPERIAL LYCEUM.

The Imperial Turkish Lyceum at Galata-Serai, founded by the present Sultan, Abdul-Aziz, is under the direction of M. de Salve, formerly director of the College of Marseilles, France. The language of instruction is French. The scholars, who are admitted irrespective of religious creed, are to receive a higher scientific education, so as to prepare them for all branches of the civil service. The course of studies lasts 10 years, 3 of which are spent in the preparatory classes, 6 in the course proper, and 1 in a special course. The number of professors, exclusive of the director, is 40. The organization is entirely military, and all the students are uniformed.

EDUCATION IN SERVIA.

Servia is a tributary state, with a population of 1,216,186. It is an almost independent principality, with a ministry and an army of its own. The Servians are a very promising race, and Servia is by many considered the "state of the future" of the Balcan Peninsula—the nucleus of a future great empire. The minister of ecclesiastical affairs and public instruction is D. Matitch. The Servian congress, in May, 1871, unanimously passed the new school-law, re-organizing the whole system of public instruction from the highest to the lowest grade, making education compulsory, and establishing several teachers' seminaries. The first seminary has been established in Kragujevac, and Stephen Popovits, a gentleman who has received his education in Germany, was appointed director. Two more seminaries are to be established at Zombor and Pakracz, both of which are to be for male and female students. Congress has, in the most liberal manner, appropriated the necessary sums of money to carry out all these measures.

AMERICAN MISSIONARY COLLEGES.

New colleges are springing up now, about as common schools did a century ago, and they are now the cheering signs of advancing civilization and intelligence, just as common schools were once. The missionaries are about to establish a college for Armenians at Aintab, in addition to the two which they have in flourishing progress, Roberts College, in Constantinople, and Syrian College, at Beirut.

THE TURKISH PRESS.

From a very interesting letter, by Dr. A. D. Mordtmann, in Constantinople, written in November, 1872, to the weekly journal *Ueber Land und Meer*, (Over Land and Sea,)

Some years ago there appeared in Constantinople a journal in the Persian language, the Türkistan, which, however, soon became defunct. The same fate befell a small German paper started a few years ago.

APPENDIX I.

GENERAL STATISTICS OF ILLITERACY ACCORDING TO MR. MANIER.

Mr. J. Manier, of Strasburg, has published a map showing the general illiteracy of Europe in different colors. Seven countries are very dark, viz: Russia, Poland, Moldavia, Wallachia, Spain, Portugal, and the late Papal Dominion.

In Russia there are 996 illiterates among every thousand of the population; in Poland, only 9 out of every 100 can read and write; in Spain, only 35 out of every 100 men and 14 out of every 100 women; in Italy, 32 out of every 100 men and 19 out of every 100 women; in Hungary, more than half of all the children of school-age do not attend any school at all; in Croatia, only 20 out of every 100 children of school-age attend school. The following countries are of a lighter color: Great Britain, Belgium, and France; the average of illiterates in these countries was below 50 per cent. Germany, Switzerland, the Netherlands, Denmark, Norway, and Sweden have the lightest color, for in these countries but few children can be found who do not attend school.

Comparative expenditure for war and education.

Country.	Out of every 1,000 francs of the annual expenditure, there are paid—	
	For the army.	For education.
France.....	395	11
Prussia.....	276	14
Austria.....	270	19
Bavaria.....	219	22
Württemberg.....	218	47
Saxony.....	214	37
Baden.....	182	33
Canton de Vaud, Switzerland.....	150	110

Sums expended for education per individual.

	Francs.
Russia expends for the education of each individual.....	0.29
Spain expends for the education of each individual.....	0.40
Italy expends for the education of each individual.....	0.41
France expends for the education of each individual.....	0.55
Great Britain expends for the education of each individual.....	1.19
Switzerland expends for the education of each individual.....	1.79

APPENDIX II.

COURSES OF INSTRUCTION IN VARIOUS SPECIAL SCHOOLS IN EUROPE.

Some of the countries of Europe possess various very excellent special schools, which are either entirely unknown with us, or exist only in a very imperfect condition. To illustrate the manner in which some of these schools are managed, the courses of instruction in some of the best of them are given below.

SCHOOLS OF FORESTRY.

Most European countries possess one or more of these important schools, which more than anything else have contributed toward the preservation and better cultivation of forests. Among the best schools of this kind are those of Austria, which possesses vast public and private forests. Instruction in forestry is divided into three grades, viz, lower, middle, and superior.

SCHOOLS OF VETERINARY SURGERY.

As a good example of this kind of schools, we select the Imperial School of Veterinary Surgery at Vienna. The aim of this school is to educate veterinary surgeons for the army and the civil service, to further the science of veterinary surgery, to treat sick animals of every kind in its large and well-appointed hospital, and to be highest scientific authority in all legal cases where there is any question of veterinary surgery to be decided.

Course of studies.—The course of studies for students lasts three years, and for doctors of medicine and surgery who have obtained their degree at some university only two years. The course differs accordingly.

a. Course for students:

1st year.—Introduction to the study of veterinary surgery, (5 hours a week for 2 weeks;) descriptive, topographical, and surgical zootomy of all the domestic animals, and short review of the most important functions of the different organs, (5 hours;) natural philosophy and chemistry applied to veterinary surgery, (5 hours;) natural history, dietetics, and difference of races of all the domestic animals, (3 hours;) botany, as applied to veterinary surgery, (II*, 5;) theory of horseshoeing, (I, 2;) practical exercises in the dissecting-room and in the shop for horseshoeing.

2d year.—General pathology and pathological zootomy, (I, 5;) zoophysiology, (I, 2;) pharmacognosy and writing prescriptions, (I, 5;) breeding and raising of domestic animals, (II, 5;) use of instruments, methods of bandaging and harnessing, (II, 3;) agriculture, practical exercises in dissecting and horseshoeing.

3d year.—Special medical and surgical pathology and therapeutics, and attendance in the hospital for at least 1½ hours every day; operations and obstetrics, with practical exercises, (3;) veterinary surgical jurisprudence, and exercises in drawing up reports, (I, 2;) epidemics and sanitary precautions, with practical exercises in the hospital, (II, 5;) history and literature of veterinary surgery, (II, 1;) practical exercises.

b. Course for physicians and surgeons:

1st year.—Introduction to the study of veterinary surgery, zootomy, and zoophysiology; natural history, dietetics, and knowledge of the different races of domestic animals; botany applied to veterinary surgery; pharmacognosy; writing of prescriptions; use of instruments and bandages; agriculture; horseshoeing; breeding and raising of domestic animals; practical exercises in the dissecting-room and the horseshoeing-shop.

2d year.—General pathology and pathological zootomy; special medical and surgical pathology; therapeutics and clinics; operations; veterinary surgical jurisprudence; epidemics and sanitary precautions; history and literature of veterinary surgery; practical exercises.

The conditions of admission are Austrian citizenship; age not less than 17 and not more than 24; health and good moral conduct; a course satisfactorily completed at a lower gymnasium or a lower real-school. There are examinations at the end of every year and a rigorous examination at the end of the whole course, for which certificates are given, which entitle the student to a place as veterinary surgeon in the army or in the civil service. A special course of horseshoeing for private cavalry and artillery soldiers is connected with the school. Conditions of admission are only reading and writing and some little knowledge of horseshoeing. The course lasts two years; if completed satisfactorily, a certificate of "privileged horseshoer" is given.

SCHOOLS OF NAVIGATION.

All the sea-faring nations of Europe possess a number of these schools of different grades. We give below the organization of the School of Navigation at Stettin, Prussia.

This school is intended to train mariners and masters of merchant-vessels. It has a director, two professors, and an assistant, who teaches drawing. To be admitted to the lowest class, the candidate must be able to read and write, be acquainted with elementary mathematics, and must be able to write a fair composition in German. The lessons are given during 32 hours a week, and during three years, the first year being a course for pilots, while during the last two is taught the art of navigating the high seas. The course in pilotage embraces the following subjects: arithmetic, plane geometry, carpentering, plane and spherical trigonometry, navigation, terrestrial and astronomical observations, drawing of sea-charts and astronomical maps, and English. That of the higher division comprises the preceding studies carried further, rigging, drawing the different parts of a vessel, the commercial rules relative to ships' papers, and to the course of exchange at the principal commercial ports, &c.

On leaving school an examination is held, and a certificate of proficiency awarded to

* There are, as in the school of forestry, 2 classes or divisions; where there is only one figure, the hours are the same for both classes, and where there are two, the first indicates what class has the instruction, and the second how many hours.

women were left in ignorance. Even among the upper classes education was very imperfect, and more devoted to art, literature, and useless discussions than to anything practical. The new school-law aims at leaving none in ignorance in any class, male or female.

HIGHEST EDUCATIONAL AUTHORITY.

The management of educational affairs throughout the whole country shall be in the hands of one central authority, the department of education.

EDUCATIONAL DIVISIONS OF THE COUNTRY.

It is proposed to divide the empire into eight grand divisions, called collegiate divisions. Each division has a central office, located in some large city, with an officer in charge.

The eight grand divisions are made up of 72 provinces and 3 cities. Each grand division or collegiate district is divided into 32 academical districts, each to contain a middle or high school; and each academical district is subdivided into 210 school-districts, each to contain one school. There being 256 academical districts, the whole number of school districts is 53,760. The exact localities of the school-districts are to be determined according to the population and convenience of access.

SCHOOL-ADMINISTRATION.

There shall be appointed in every academical district by the local authorities from 10 to 13 directors, (superintendents,) each to superintend and control from 20 to 30 schools. The salary of these superintendents shall be paid out of the fund derived from local taxes. If this is impossible, it shall be paid out of the treasury of the central government for the present.

Every child, male and female, of all classes, is to be sent to school from the age of 6 years, and must attend school long enough, at least, to finish the course in the elementary schools.

The rules and by-laws of all schools, public and private, must be submitted to the educational department every year, as also a report of the number of scholars and their progress.

Every collegiate division shall have one bureau, with a director and a sufficient force of clerical assistants, who shall watch the progress of the scholars and observe the practical working of the system. In consultation with the local authorities, the director may so modify or amend the rules as to suit the particular locality, but such amendments must be limited to unimportant matters, and be reported to the department of education.

The director of each collegiate division shall transmit all the reports from the school-superintendents to the department of education, where these reports will be printed for the public use.

DIFFERENT KINDS OF SCHOOLS.

There are to be three classes of schools, viz: great learning, (superior;) middle learning, (secondary;) and small learning, (elementary.)

ELEMENTARY SCHOOLS.

The different grades of elementary schools are: common schools, girls' schools, village-schools, charity-schools, private-schools, infant-schools, evening-schools, and schools for imbeciles, &c.

Infant-schools are for children under 6 years of age, both male and female.

Private schools must have a license.

Charity-schools are for the children of indigent parents.

Village-schools are to be established where the population is sparse, and in these schools the rules may be somewhat modified to suit the condition of the people.

Evening-schools may be provided for those who cannot afford to attend school during the day.

The girls' schools, besides the regular studies, will embrace in their course some of the domestic arts especially appropriate for females.

The common (public) schools shall have two grades, the lower and upper.

In the lower grade the following branches shall be taught: Spelling, writing, conversation, vocabularies, reading, morality, letter-writing, grammar, arithmetic as far as division, instruction by lectures upon health, outline of geography, outline of natural philosophy, gymnastic exercises, singing, (the last-mentioned not for the present.)

In the upper grade the following subjects will be taught: Outline of history, geometry, trigonometry, outline of botany, chemistry, physiology. According to the wants

GENERAL EXPENSES FOR EDUCATION.

The public money for the purposes of education shall be exclusively controlled by the department of education. The government will assist as much as possible all classes impartially in gaining an education.

The public support of education shall be in accordance with the following conditions for the present:

1. For the salaries of foreign teachers and other incidental expenses.
 2. For buildings and repairs of school-houses and colleges, books and apparatus, &c.
 3. For academic buildings, repairs, books, apparatus, &c.
 4. For the educational fund to be advanced to poor students.
 5. For the expenses of the various bureaus of school-superintendents.
- In every class of schools a tuition-fee has to be paid.

PERSIA.

(Absolute Monarchy—Kingdom. Area, 648,000 square miles. Population, about 5,000,000.)

Minister of commerce and public instruction, PRINCE ALI-KAULI-MIRZA.

No report has been received.

SIAM.

(Fental and absolute Monarchy—Kingdom. Area, about 250,000 square miles. Population, 6,300,000.)

No report has been received.

III.—AFRICA.

ALGIERS.

(French colony. Area, 150,576 square miles. Population, 2,921,246.)

SCHOOL-ORGANIZATION.

The primary-school system of Algiers has been regulated by the law of July 14, 1850. According to this law, primary schools for instructing Mohammedan children in French and Arabic were to be established in the cities of Algiers, Constantine, Bona, Oran, Blidah, and Mostaganem, and likewise in some other cities if there should be any demand for them. Instruction is given free of charge, and comprises reading and writing of Arabic, reading and writing of French, French grammar, arithmetic, weights and measures. At the head of every school there is a French director, who is recommended by the prefect of the district, and appointed by the governor-general. He must possess a certificate as primary-school teacher, and a certificate that he is conversant with Arabic. He is assisted by a Mohammedan teacher, who is appointed by the prefect on the recommendation of the local mufti, or kadi. The salary of the director is 1,200 francs, and that of the assistant, 600. Besides this, they divide the school-fees, (1 franc per month for every scholar,) so that the director receives two-thirds and the teacher one-third. All these schools were only for boys.

By the same law, the establishment of girls' schools was decreed in the cities of Algiers, Constantine, and Bona. They are similarly organized as the boys' schools, only that needle-work also is taught. The salary of the directress is 1,000 francs, and that of the assistant teacher, 500.

The same law also provided for adult schools in Algiers, Oran, and Constantine. Instruction is given in these schools entirely free of charge, and the teachers receive a salary varying between 600 and 1,000 francs. The course of instruction embraces elements of the French language, arithmetic, history, and geography, and instruction is given at least three times a week. Pupils who distinguish themselves by their diligence and their application to studies receive annual rewards from the prefect.

The superintendence of schools in every city or town is in the hands of a local com-

schools and 70 ecclesiastical schools. One hundred and thirty-nine schools are Roman Catholic, 6 Protestant, and 5 Jewish, and 1 common to all religious creeds.

The public girls' schools were attended by 7,074 girls, of whom eight-ninths were instructed free of charge. The private girls' schools were attended by 4,028 girls, of whom 45 were instructed free of charge. There are consequently in the whole of Algiers 11,102 girls attending school, viz: 10,370 Roman Catholics, 290 Protestants, and 442 Jews. The average length of annual schooling is 7 months and 18 days. The expenditure for the public girls' schools amounted to 38,055 francs, of which sum 1,044 francs were received as school-fees; the remainder was paid by the townships.

The number of infant schools in 66 townships (communes) is 86, attended by 9,636 children, of whom 939 are paying and 8,697 non-paying scholars. The annual expenditure for these schools was 94,549 francs.

LIBERIA.

(Republic. Area, about 60,000 square miles. Population, about 718,000.)

No report has been received this year.

MADAGASCAR.

(Absolute Monarchy—Kingdom. Area, about 220,000 square miles. Population, about 5,000,000.)

STATE OF EDUCATION.

Education generally is very backward. The only schools that deserve the name are under the direction of French missionaries. At the town of St. Marie there are two such schools, one for boys and one for girls. The former has 376 scholars, viz: 76 boarders and 300 day-scholars, all natives; the latter, 550 scholars, viz: 50 boarders and 500 day-scholars, likewise natives. The course of instruction in these schools embraces French, reading, writing, arithmetic, history, and geography.

The government has also founded several institutions where boys and girls can acquire an elementary industrial education. In these schools there are 80 free places, viz: 40 for boys and 40 for girls.

MOROCCO.

(Absolute Monarchy—Sultanate. Area, not definitely known. Population, about 2,750,000.)

No report has been received.

ORANGE.

(Republic. Area, about 40,000 square miles. Population, upward of 100,000.)

No report has been received.

SIERRA LEONE.

(British Colony. Area, 468 square miles. Population, 37,089.)

STATE OF EDUCATION.

British missionaries, chiefly of the Church of England, have, since 1804, worked here very successfully in the cause of education. As soon as a missionary came to a village, a school was established. As far back as 1815, a high school was founded in Leicester Mountains, and latterly transferred to Fura Bay. This institution has a preparatory class, and a high school proper. In the preparatory school all the elementary English branches are taught, besides mathematics, Latin, and Greek. In the high school the same studies are carried further, and Hebrew and theology are added. Among the former pupils of this school, there was the well-known colored man Crowther, who rendered very efficient services in the Niger expedition of 1841, and was, in 1864, appointed bishop of the mission.

In Freetown, the capital, there is also a higher school for native girls.

SENEGAMBIA.

(French Colony. Area, not definitely known. Population, about 20,000.)

STATE OF EDUCATION.

There are in Senegal and Goré 12 boys' schools and 4 girls' schools, the former with 999 scholars, and the latter with 390. There are also 2 infant schools with 36 pupils.

Journal point out a practical remedy for each of the grievances to which it refers. It is some service to indicate a grievance. It is a greater one to point out a remedy. Then the 'bane and antidote' will be both before us."

MEXICO.

(Federal Republic. Area, 846,615 square miles. Population, 9,173,052.)

Through the kindness of Mr. J. C. Rodrigues, the editor of the illustrated journal *O Novo Mundo*, published in New York, the following facts regarding education in Mexico are furnished :

PRIMARY EDUCATION.

In almost every State of the Mexican Republic there are primary schools, where gratuitous education is given to pupils of both sexes. The number of these establishments is unknown. They are maintained partially by the federal government, partially by the State governments, private donations, and benevolent societies, (*sociedades de beneficencia*.) In the State of Mexico there is a *Compañia Lancasteriana*, which maintains 8 schools, viz, 2 for boys, attended by 859 pupils; 3 for girls, with a regular attendance of 635 pupils; and 3 for adults, with 319 pupils. Another corporation, the *Sociedad de Beneficencia*, keeps several schools for both sexes, attended by about 5,000 pupils.

Throughout the republic there is a good number, perhaps 1,500, private schools, for primary and secondary instruction. It is calculated that the number of their pupils is about 200,000.

SECONDARY EDUCATION.

Secondary education, properly so called, is given: 1st, in seminaries, maintained by the clergy; 2d, in the national colleges in the capital of the republic; 3d, in colleges, institutes, and academics, in the several States.

There are 10 seminaries in the country, 1 in the archbishopric of Mexico, and 9 in 9 of the 13 bishoprics. The courses of study in these institutions comprise: Latin, normal philosophy, ecclesiastical law, Roman law, scholastic theology, dogmatics, and natural law, (*derecho natural*.)

The number of students in these seminaries is as follows :

Locality.	Number of students.
Mexico.....	488
Puebla.....	599
Morelia.....	360
Guanajuato.....	730
Monterey.....	250
Oajaca.....	900
Merida.....	229
Durango.....	173
Chiapa.....	24
Culiacan.....	30
Total.....	3,083

In the capital of Mexico there is 1 university and 9 national colleges, viz: San Ildefonso, San Juan de Latran, San Gregorio, (Jesuit,) the Medical School, the School of Mines, the Academy of Fine Arts, the Military School, and 2 agricultural and business schools.

The two colleges mentioned first are the best. They have four courses of studies, viz: philosophy, grammar, law, and literature. The course of philosophy comprises ideology, logic, metaphysics, morals, mathematics, natural philosophy, cosmography, and geography; that of grammar comprises Spanish, Latin, and French; that of law embraces natural, civil, criminal, Roman, and canonic law; the course of literature embraces universal history, history of Mexico, ancient and modern classics, rhetoric, and composition. The courses in the other colleges are not so full.

NICARAGUA.

(Republic. Area, 57,000 square miles. Population, 400,000.)

Minister of public instruction, FR. BARBAREUS.

SAN DOMINGO.

(Republic. Area, 18,000 square miles. Population, 136,500.)

SAN SALVADOR.

(Republic. Area, 7,330 square miles. Population, 600,000.)

C.—SOUTH AMERICA.

ARGENTINE REPUBLIC.

(Federal Republic. Area, 1,100,000 square miles. Population, 1,877,490.)

Minister of justice, worship, and public instruction, Dr. N. AVELLANEDA.

From an article by Dr. George A. Stearns, principal of the normal school at Parana, the following facts concerning education in the Argentine Republic are gathered:

HISTORY OF EDUCATION IN THE ARGENTINE REPUBLIC.

The revolution of 1816, which separated this country from Spain and made it an independent republic, of course left its animosities behind as regards the mother country. Up to this time all the education obtainable was that communicated by the priesthood. The country needed men capable of directing its affairs. Its language was Spanish, but it did not want Spaniards. The few whom the country offered were soon employed in devising plans for its future development and prosperity.

In September, 1860, was adopted the constitution which to-day rules the country. Among its first provisions is one for assuring primary education in every province of the republic, making this an essential obligation. Another provision gives to the general government the power to dictate plans of general and university instruction, and another establishes a ministry of justice, worship, and public instruction, the minister being one of the first cabinet counselors of the president. From this point we may date the active progress of education in this country. The previous progress, which was preparatory, manifested itself in the provisions of the national constitution which I have cited. If any doubt existed about the point, I think it would be satisfactorily answered by the fact that in 1860 there was not in the republic a single national institution of learning, and in Buenos Ayres alone could be found provincial schools of any importance. Isolated facts—private enterprises—might be found, but nothing tending to a system of public instruction. In 1867, the minister of public instruction complained that there were 300,000 children in the country who received no instruction of any kind, the whole population at that time not being over 1,500,000.

The crying necessity for intelligent men to guide the affairs of government led the nation to direct its attention first to supplying this want by establishing institutions for secondary and university education, such as the national colleges of the republic. But here it met with that old difficulty, the apathy and indifference of the people. It was not enough to offer instruction, books, and all necessaries free; it was necessary also to pay the pupils for the trouble of attending school and studying their lessons, and this was done.

The National College of Buenos Ayres was founded shortly after the adoption of the present constitution. Scholarships, under the name of "*becas*," were established, giving to the student a monthly allowance of from 10 to 15 dollars gold, and the new institution set to work.

About the same time were nationalized and placed upon a similar basis three other institutions, which previously had eked out an existence under the protection of provincial governments. These were, the College of the Uruguay, the College of Cordoba, and the University of Cordoba; the first in the province of Entre Rios, and the others in the province of Cardoba.

Up to 1868 there were established 5 other similar institutions, one each in Tucuman, Salta, Catamarca, San Juan, and Mendoza. In 1868, 5 more similar institutions were added in San Luis, La Rioja, Jujuy, Santiago, and Corrientes.

At the present time each province has an institution of this kind, supported by the national government, and visited by an inspector of national colleges, who is himself a government employé. Thus the national government has provided for secondary education in each province. The time must soon come when the government will withdraw a part of its financial support from these institutions, offering, at most, no more than free instruction with free books, &c. What has been accomplished by these institutions may be inferred from the fact that the number of students in 1870 was twice as large as in 1868.

In 1865 the national government made its first movement in favor of primary instruction, distributing \$22,000 in gold among the various provinces, for the purpose of promoting a popular movement in this direction. In 1866 and 1867 the same amount was voted by the national congress for this purpose. In 1868 the amount voted was only \$11,000 for general purposes, with a special appropriation of \$25,000 for the province of Rioja, which was in a most lamentable condition. The result of this was quickly manifested, for the province of Rioja in 1870 had 4,184 scholars in her schools, while the population was less than 50,000.

In August, 1868, began the present administration, under President Sarmiento, whose motto is "Education for all." The progress made in the few years past is truly wonderful. The new administration enters upon its office with a programme of reforms.

The new minister of public instruction, Dr. Nicolas Avellaneda, gives a more extended interpretation to the clauses in the constitution respecting public instruction. In his first report to congress (1869) he earnestly advocates sweeping reforms. The work of carrying out these reforms has begun energetically.

For the last year of the previous administration (1868) \$36,000 in gold were voted for encouraging primary instruction, viz: \$11,000 for distribution among the provinces, and \$25,000 for the single province of Rioja. For 1869 \$115,000 were voted, viz: \$100,000 for distribution among the provinces, and \$15,000 for the province of Rioja.

In 1870 the government was involved in an expensive war to establish law and order in Entre Rios. But this same year there were voted for primary instruction \$20,000 for distribution in the provinces, and \$15,000 for Rioja; in all, \$35,000. In 1871, notwithstanding the expenditure for the war in Entre Rios, \$215,000 were voted, viz: \$200,000 for distribution among the provinces, and \$15,000 for Rioja. In this same year (1871) a law was passed creating a special and independent fund for the purposes of primary instruction, distributing the proceeds among the various provinces in proportion to the efforts which they themselves make. This law, a translation of which is given below, takes effect in January, 1873.

LAW FOR THE DISTRIBUTION OF PUBLIC FUNDS IN AID OF PRIMARY INSTRUCTION.

1. From the termination of the investment of the estimates of the year 1872, the national subsidies for the encouragement of primary instruction in the provinces shall be awarded subject to the conditions and formalities established by the present law.

2. The provinces which, in virtue of law sanctioned by their legislatures, shall destine special funds for the support of popular education, and which shall express by an explicit declaration a desire to recur to the protection of this law, shall receive from the national treasury subsidies for the following purposes: construction of edifices for public schools, furniture, books and apparatus, teachers' salaries.

3. The subsidies shall be awarded by the national executive in the following form and proportions: to the provinces of Rioja, San Luis, and Jujuy, three-fourths; to those of Santiago, Tucuman, Salta, Catamarca, Mendoza, San Juan, and Corrientes, one-half; and to those of Buenos Ayres, Cordoba, Entre Rios, and Santa Fé, the third part of the whole amount that may be expended for the purposes enumerated in the previous article.

4. The subsidies for primary instruction in the province of Rioja shall be determined in an especial manner in the annual estimates of the general expenses of the nation, until it shall be in condition to be regulated by the present law.

5. No sum shall be allowed for the construction of a school-house, unless the plan and estimate for the building shall have been previously submitted to the minister of public instruction, together with a report from the governor of the respective province, certifying that the money is ready, which, together with the national subsidy, will cover the cost of construction. The minister of public instruction will circulate, in all the provinces, plans for school-houses of approved style, recommending their adoption.

6. The national aid for the purchase of furniture, books, and apparatus, destined for the use of the public schools shall be distributed by a committee appointed by the executive, consisting of at least three members and a secretary, who shall be paid a salary of \$1,500 per year; provided that the provinces prefer to obtain by this means the articles mentioned. This committee will take charge of the purchase and shipment of all orders which may be sent to it for the use of the public schools; provided there be sent, at the same time, the proportion of money for the whole amount of the order as determined in article 3.

7. Half of the salary of one of the inspectors appointed by each province to watch over its schools shall be paid by the national treasury, to the amount of \$80 monthly, on condition that he accept the obligation to furnish the statistics and perform the inspections which may be required of him by the minister of public instruction.

8. The eighth part of the proceeds of the sale of national lands shall be set apart to meet the exigencies of the present law.

9. The executive is authorized to use that part of the national income which may be necessary to cover the expenses of this law, until such time as the sale of the public lands shall have provided sufficient funds.

10. The executive will adopt measures to guarantee the faithful application of the funds which may be distributed among the provinces in virtue of this law, as well as the exact compliance of the conditions upon which they are distributed, and still further using his influence to have the fund destined for the support of schools administered by committees elected by the neighborhood.

NORMAL SCHOOL.

In August, 1871, the first national normal school was established, which is now in a flourishing condition, giving instruction to 45 young men, who will shortly respond to the growing necessities of the country.

WORK OF THE YEAR 1871.

The year 1871 was a very remarkable one for the general awakening of nearly all the provinces to the necessity of doing more for educational interests, and this even in the remotest parts of the republic. The province of Catamarca has set apart a special fund for primary education, and has, as well as Rioja, made education compulsory. The other provinces are moving in the same direction, and we may expect to see established in most of the provinces a permanent school fund before the close of President Sarmiento's administration.

An appropriation of \$12,000 was made during the year for establishing public libraries, and local committees are already at work in almost every province helping along this great work. At the present writing (August 15, 1872) this fund is exhausted, and more has been asked for. Fifty public libraries have been established during the year, one-half the expenses being paid by the national government and one half by popular subscription. Agricultural colleges have been attached to various national colleges, with the object of stimulating the agricultural interests of the different provinces.

EDUCATION IN THE PROVINCES—BUENOS AYRES.

The public schools of this province may be divided into two great classes—the schools of the city of Buenos Ayres, and the schools of the interior. They may also be divided into three classes—the schools of the municipality, the schools of the provincial government, and the schools of the benevolent society (*sociedad de beneficencia*.)

The schools of the municipality are, of course, limited to the city of Buenos Ayres; the other two classes extend also to the interior. In these schools the boys and girls are generally separate; there are, however, schools for both sexes, but these do not generally receive children over 8 or 9 years of age. The schools of the benevolent society are schools for girls, and those of the municipality are of both classes. The benevolent society is a society of ladies, established by the provincial government, January 2, 1823, under whose administration in the beginning all the girls' schools were placed, while the funds were furnished by the government.

The three administrations are entirely independent of each other. There are in the city municipal schools, society schools, and provincial schools. There are frequent clashings between the administrations, and of course there is no general system. In the interior these administrations are reduced to two, and there seems to be a much better result. In another respect the schools of the interior have the advantage, as they have in many cases school-houses, while in the city, to my knowledge, all the schools are kept in dwelling-houses. Graded schools are of course unknown in the city.

The schools of the province are in general under the supervision of the department of schools. Owing to the low salaries, there is a great deficiency of good teachers, and many of them have to devote nearly all their time to other occupations in order to make a living.

In 1822 the university at Buenos Ayres was organized and divided into six departments, viz: Primary department, preparatory department, department of exact sciences, department of medicine, department of jurisprudence, department of theology.

In the primary department were included all the primary schools of the province. On the 7th of January, 1828, however, they were separated from the university and placed under the superintendence of an inspector-general.

At the present time each province has an institution of this kind, supported by the national government, and visited by an inspector of national colleges, who is himself a government employé. Thus the national government has provided for secondary education in each province. The time must soon come when the government will withdraw a part of its financial support from these institutions, offering, at most, no more than free instruction with free books, &c. What has been accomplished by these institutions may be inferred from the fact that the number of students in 1870 was twice as large as in 1868.

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In the primary department were included all the primary schools of the province. On the 7th of January, 1828, however, they were separated from the university and placed under the superintendence of an inspector-general.

A summary of the provincial schools in 1871 shows that there are 72 in the city, viz: 17 for boys, 24 for girls, and 31 for both sexes. In the rural districts there are 54 public schools, viz: 26 for boys, 20 for girls, and 8 for both sexes. Of private schools there are in the city 114, viz: 38 for boys, 16 for girls, and 60 for both sexes. In the interior there are 42 private schools, viz: 12 for boys, 10 for girls, and 20 for both sexes. The total number of teachers is 1,050.

ENTRE RIOS.

The population in this province is very scattered, and it is only in the villages that schools are to be found. It has recently suffered the evils incidental to a civil war, but is rapidly repairing the damages. The schools are under the supervision of an inspector-general, and there is at the present time a great activity in this department. There is little or no co-operation, and all must be done by the government.

SANTA FÉ.

This province is one of the most backward in respect of education, and at the present day there is less movement there than in any other province. In Rosario, the principal city, there is at the present time a local movement in favor of education.

CORRIENTES.

This province has very recently had to suffer from a revolution, and is still in a very unsettled state.

CORDOBA.

This province is one of the most backward of the republic in respect to schools.

SAN LUIS.

See statistical table at the end of this article.

SANTIAGO.

This province is considered one of the most backward of the republic, having been ruled for years by a sort of military despotism, and there is very little local interest in the subject of education. There is only one girls' school in the province, which has a new building, constructed in 1871. Last year the school was supported by the scholars, but is now sustained by the national government.

MENDOZA.

This is one of the provinces in which there is a movement favorable to education. Although its present statistics are not very favorable, the efforts now making can not but give a desirable result. This year a new school-house has been built, destined for a girls' school, at a cost of \$30,000. An agricultural college has been established, under the joint auspices of the national and provincial governments.

SAN JUAN.

This province is considered the one most advanced in the matter of education. The national government has for three years past offered a premium of \$10,000 to that province whose statistics should show one child in school for every ten inhabitants, and to San Juan this premium has been awarded for three years in succession.

RIÒJA.

This province is the poorest in resources and most backward in respect to education of any in the republic. It is dependent almost entirely upon the national government, even for the means of carrying on its civil government. In 1867 there was not a single school in the whole province; now there are 40.

CATAMARCA.

Perhaps in no province in the republic is there so general a movement in favor of education as in this, yet its actual condition is far from satisfactory. This province has 11 pupils in the national normal school in Parana, and these are the most promising young men in the institution. Catamarca has set apart a special and very liberal fund for school purposes and has divided the province into 15 school districts, appointing a local school board in each district. The duties of this school board are: 1st, to administer and distribute that part of the school fund which corresponds to the district; 2d, to establish schools where it deems expedient; 3d, to nominate and remove all

employés in its schools; 4th, to contract for new school-buildings or for improvements in old ones; 5th, to propose the new taxes by which it deems expedient to augment the school fund of its respective district; 6th, to watch over the schools and see that all general orders are faithfully executed. The school board is elected anew each year. There is also a law to aid in establishing public libraries, which allows certain small incomes to each library established, and, besides this, augments from the provincial treasury, by 25 per cent., the amount subscribed by individuals.

TUCUMAN.

The city of Tucuman is designated as the site of the second national normal school.

SALTA AND JUJUY.

(See table of statistics below.)

STATISTICS.

For the sake of completeness and to enable a just comparison, the statistics of 1869 are given, although there are later statistics of some of the provinces.

Number.	Provinces.	Total population according to the census of 1869.	Number of persons able to read and write.	Number of children between the ages of 6 and 15.	Average number of children attending school.	Number of schools.		
						Public.	Private.	Total.
1	Buenos Ayres.....	495,107	148,324	.....	18,220	126	156	282
2	Entre Rios.....	134,271	25,843	.....	7,188	.....	.....	91
3	Santa Fé.....	89,117	18,453	.....	4,156	62	23	85
4	Corrientes.....	129,023	.....	23,138	6,569	96	25	121
5	Cordoba.....	210,508	29,668	.....	62,221	10,003	41	69
6	San Luis.....	53,294	5,261	.....	2,210	47	.....	47
7	Santiago.....	132,898	8,990	.....	35,704	3,684	96	96
8	Mendoza.....	65,413	8,924	.....	18,213	2,132	42	25
9	San Juan.....	60,319	10,915	.....	15,387	5,091	44	49
10	Rioja.....	48,746	5,392	.....	14,503	2,000	37	3
11	Catamarca.....	79,962	8,597	.....	22,868	2,622	33	24
12	Tucuman.....	108,953	10,235	.....	31,964	3,219	73	23
13	Salta.....	88,933	9,121	.....	24,024	2,885	69	10
14	Jujuy.....	40,379	3,376	.....	10,433	1,383	31	.....
	Total.....	*1,736,923	293,099	324,888	72,392	796	407	1,203

* This number does not comprise the army in Paraguay, the inhabitants of the Pampas and Patagonia, the Gran Chaco, the Misiones, and the Argentine citizens temporarily living in foreign countries, amounting in all to 140,567; making the total population of the Argentine Republic in 1869 1,877,490.

BOLIVIA.

(Republic. Area, 374,480 square miles. Population, 1,987,352.)

Minister of justice, worship, and public instruction, Dr. M. TERRAZAS.

No report has been received.

BRAZIL.

(Constitutional Monarchy—Empire. Area, 3,000,000 square miles. Population, 11,780,000.)

Minister of public instruction, THE MINISTER OF THE INTERIOR, Dr. J. A. CORREA DE OLIVEIRA.

SUPERIOR INSTRUCTION.

The minister, in his report to the legislature for 1872, urgently recommends the establishment of a university, since there has been a very evident decadence in the schools of law and the schools of medicine, the only institutions for superior instruction. Meanwhile a décret has been published, making the examinations at these schools more strict, so as to raise the standard of superior education somewhat.

Law schools.—Of these there are two, viz, at Recife, with 348 students, and at San Paulo, with 194; making the total number of law students in the empire 542.

Schools of medicine.—Of these there are also two, viz, at Rio de Janeiro, with 583 stu-

Historical and Geographical Institute.—This association has held fifteen sessions during the year, and discussed important historical and geographical questions. It publishes a valuable quarterly review, (*Revista Trimestral*), containing accounts of the proceedings and historical and geographical essays. The association possesses a library of 3,605 volumes, 193 maps, and 272 volumes of manuscript. The government grants an annual subsidy of 7,000 milreis.

The Public Library of Rio de Janeiro.—The increase during the last year was 757 volumes. The number of visitors during the year was 2,834, certainly a small number compared to the population of the city of Rio de Janeiro, which is 420,000.

Various libraries.—There are in the city of Rio de Janeiro ten other libraries, with an aggregate of 121,792 volumes, the largest being the Portuguese reading-room, founded in 1837, with 50,000 volumes, and the smallest that of the Imperial Typographical Association, founded in 1854, with 557 volumes. In the provinces there are fourteen public libraries, with about 25,000 volumes. There are also libraries connected with most of the convents and other religious institutions, but their exact extent can not be ascertained.

Dramatic Conservatory and National Theater.—The first-mentioned institute is a committee for examining dramatic pieces before they can be represented at the theater. During the last year the committee examined 385 dramas, of which 361 received a license for representation, 21 received the same after altering and suppressing some passages, and 3 were rejected.

ACADEMY OF FINE ARTS.

The number of students was 187. The academy possesses an art-museum and a library of 834 volumes, many of these being very valuable illustrated works.

CONSERVATORY OF MUSIC.

This institution for higher musical instruction was, during the past year, attended by 139 students, viz, 57 males and 82 females.

IMPERIAL LYCEUM OF ARTS AND INDUSTRY OF THE SOCIETY FOR PROMOTING FINE ARTS.

This is a sort of polytechnic school, in which the following subjects are taught free of charge: arithmetic, algebra up to equations of the second degree, geometry, drawing of figures and ornaments, geometrical drawing, machine drawing, civil architecture, sculpture of ornaments and statuary, music, penmanship, Portuguese, French, and English. The number of students during the last year was 1,233, and during the same year 37 medals were conferred on deserving students.

Statistical table of primary schools.

Provinces.	Population according to the work "L'Empire du Brésil."	Number of schools.			Total number of scholars.
		Public.	Private.	Total.	
City of Rio de Janeiro	420,000	111	.....	111	6,149
Province of Alagoas	300,000	118	85	203	5,138
Amazonas	100,000	33	8	41	972
Bahia	1,450,000	285	21	306	13,508
Ceará	550,000	221	6	227	10,390
Espirito-Santo	100,000	64	3	67	1,379
Goyaz	250,000	72	1	73	1,699
Maranhão	500,000	117	33	150	6,095
Mato Grosso	100,000	24	4	28	733
Minas Geraes	1,600,000	554	124	678	13,550
Pará	350,000	131	1	132	6,029
Parabyba	300,000	97	6	103	3,149
Paraná	120,000	80	10	90	1,517
Pernambuco	1,220,000	322	109	431	13,520
Piahy	250,000	60	8	68	1,188
Rio Grande do Norte	240,000	71	8	79	2,556
Rio de Janeiro	1,420,000	351	101	452	12,080
Santa Catharina	200,000	93	40	133	4,146
Sao Paulo	900,000	420	.....	426	11,131
Sao Pedro do Rio Grande do Sul	580,000	246	116	362	12,311
Sergipe	320,000	126	27	153	4,576
Total	11,270,000	3,602	711	4,313	132,016

All the foregoing facts regarding education in Brazil are gathered from the annual report of the minister of public instruction for 1872, kindly furnished this office by the Brazilian minister at Washington.

There are theological seminaries in the cities of La Serena, Santiago, Concepcion, and Ancud. In these there is not only a complete course of theology, but there are also excellent colleges, in which secondary instruction is given, and from which come very good lawyers, mathematicians, &c.

All of the secondary instruction given in the lyceums, colleges, and seminaries embraces in the whole republic at present about 5,553 youths.

Superior and scientific instruction is chiefly given in the halls of the University of Santiago by professors who depend directly on this corporation. These studies are free of charge, and the professors are paid from the national treasury.

During the year 1871 235 degrees in the different faculties were conferred by the university in the following manner:

Bachelors of Classical Studies, (<i>humanidades</i>).....	94
Bachelors of Medicine.....	18
Bachelors of Law.....	52
Licentiates of Medicine.....	10
Licentiates of Law.....	57
Mining Engineers.....	1
Surveyors, (<i>ingenieros geógrafos</i>).....	3

There are also special establishments such as the military academy, the naval school, seminaries for male and female teachers, a school of arts, &c.

The school of arts numbers 102 pupils, who all live in the school, and who learn the construction of machinery, casting, and carpentering. It possesses five workshops, from which already perfect steam-engines and other machinery, furniture, &c., have been turned out. Although these articles sell very well, it costs the government not less than 33,000 pesos per year to support this school. To enter this school it is necessary to give proofs of good capacity and conduct by means of a previous competitive examination.

PRIMARY AND POPULAR EDUCATION.

The munificence of private individuals, the generosity of the clergy, and the general enthusiasm have contributed, no less than the government, to the advancement of popular education, which is, without dispute, the first need of a nation and the first duty which fellow-citizens owe to each other. The last report made to the national congress by Señor Cifuentes, inspired by this universal sentiment, is full of patriotic echoes, which show that the education of the children is of the greatest interest to the people. The capital, above all, sets a worthy example in this matter. There are in this city (Santiago) various private societies which support numerous schools. Not only do they contribute of their wealth, but many of the members gratuitously give some hours' instruction in the above-mentioned schools. These societies visit the schools which they support, and administer them by assembling from time to time to discuss improvements and to consider the applications. There is not a youth in Santiago who does not personally contribute to the several permanent committees on education already existing. At one of these colleges, in which those favored by fortune study, the students are in the habit of collecting among themselves small sums, which they devote toward the education of the poor.

The law requires every convent to maintain a public school, and some of them voluntarily maintain more than one. The government furnishes all this class of institutions very liberally with books.

The schools supported by private philanthropy, and those in which the pupils pay some fee, are all included under the designation of private schools, in contradistinction to those supported by the government, which are properly called public schools, and numbered, in the present year, 451. In the same year the free schools of the state numbered 706.

The ministry of public instruction, during the first eight months of 1872, expended the sum of \$542,254.25. In this sum is comprised the expense not only for the schools, but also for the institute, the lyceums, the normal schools, the school of agriculture, the school of arts, the university, &c. During the same period the regular income of the republic amounted to \$9,574,398.10.

There are at present educated in the schools of the State 54,821 children, and it is calculated that the annual expense for each one of these averages 8 pesos 98 centavos.

The actual proportion between the inhabitants of the country and the children attending school is 25 inhabitants to every scholar.

ECUADOR.

(Republic. Area, about 300,000 square miles. Population, 1,108,082.)

Minister of public instruction, THE MINISTER OF THE INTERIOR, A. LEON.

Through the kindness of Señor Don Antonio Flores, the following recent facts regarding education in Ecuador have been furnished, from the journal *La Prensa*, (The Press,) published at Guayaquil, numbers of March 12 and May 25, 1872.

GENERAL PROGRESS OF EDUCATION.

An injustice which has long oppressed a large portion of the population of the republic is at last to be reformed. The indigenous classes, so long neglected, except by the task-master and tax-collector, are to receive a solid education, which will lift them from the brutish condition in which up to this time they have been submerged, either from the want of funds on the part of the government to instruct them, or because of the abject state in which they have existed since the conquest. A stimulus has been wanted to inspire them to compete with the descendants of Europeans, who alone have, up to the present time, received the benefit of instruction, though even this has been most superficial.

With such a laudable end, the Christian Brothers have established in the capital of the republic a normal school, where, at the expense of the nation, aborigines will receive a useful education, with the obligation on their part of transmitting the knowledge they receive to the people of their tribes.

Many obstacles will present themselves to the realization of this work, as this unfortunate class resist accepting every kind of instruction, believing that the benefits which they will obtain are but a pretext for exacting greater services of them, and more especially military duty, toward which they show an invincible repugnance. The judgment, however, with which this affair is managed will gradually conquer every resistance, and little by little the aborigines will learn to appreciate the value of education, which will place them on an equal footing with civilized men.

Apart from the very marked protection of the government, we feel confident in the good results of the institution, because of the undeniable competence of the directors, already proved in the many establishments which they have hitherto managed in the republic.

Another school for children has been opened in Jipijapa (province of Manabi) on the 1st February, 1872, under the direction of the same society of Brothers. The ceremony took place with all the pomp which republican countries, understanding the importance of the diffusion of knowledge, give to the establishment of educational institutions, in which is the best hope of the progress and future of the state.

The government has ordered the purchase of two farms for a practical school of agriculture, and has directed that a number of articles for the school of arts and sciences be purchased in the United States. Brother Felier, in charge of organizing the establishment, has proceeded to New York in fulfillment of this purpose.

The education of women likewise improves daily among us, and we can now add to the colleges directed by the Sisters of the Sacred Heart those under the supervision of the Sisters of Providence and the Sisters of the Good Shepherd, who, among other beneficial objects, propose one interesting to our society, the want of which has been keenly felt, namely, an education for females adapted to all classes of society and to the different conditions of life. With the decided patronage given to establishments of education, making them more general, the most positive and durable good is obtained.

We can not do less than congratulate ourselves on seeing the flattering picture which Ecuador now presents, where the national schools are superior to those of other Hispano-American republics, excepting only Chili.

Since the 31st of April, in the canton of Amboto, 14 primary schools for children have been established, with 907 scholars.

SCHOOL OF FINE ARTS.

The school of fine arts was opened in the capital, Quito, on the 2d May, 1872, with 13 students, and increased to a larger number in a few days. The kindly disposition of the inhabitants of Quito toward all the arts, and more especially painting, of which they have always given excellent proof, is well known, and we believe that this new institute will efficaciously develop so as to deserve the consideration of the most civilized nations and contribute to the country's glory.

GUIANA, (BRITISH.)

(British Colony. Area, 76,000 square miles. Population, 193,491.)

Inspector of schools, W. G. G. AUSTIN.

From Mr. Austin's report for 1870, published at Demerara in 1871, the following facts are gathered:

TEACHERS.

As a rule the teachers are all colored, and are either native creoles or foreigners from the British West Indies. In the city of Georgetown, the capital, there is a normal school, bearing the name of Bishop's College, at which most of the native teachers are trained. The faculty of this institution consists of a warden, a sub-warden, and a training-master. The regular time for admission is in September, and candidates are obliged to pass an elementary examination. As there are seldom more than four or five vacancies at the close of the academic year, the examination is usually competitive. Students have board and lodging free at the institution, and those who are in connection with the Church of England receive £10 a year, or £4 a month, to assist in defraying the necessary expenses. The course of instruction embraces the usual branches of a common English education, Latin and algebra being the only extra branches. At the semi-annual examinations various classes of merit are awarded. At the first examination only common English branches, with music and drawing as optional subjects, are required; at the second, algebra, and book-keeping also, to which such moment is attached that in case of failure in either, despite having obtained the number of marks necessary, no certificates are conferred. Pupil-teachers have also to pass an annual examination in August, somewhat similar to that of the teachers, though more elementary.

The system upon which teachers are paid is in the highest degree calculated to draw out the energy and teaching-power of the master. Salaries are dependent upon two conditions: the efficiency of the pupils, as exhibited at each yearly examination by the inspector of schools, and the annual averages returned. The consequence is that the salaries are continually varying.

SCHOOLS.

The schools are divided, according to the results of the examination, into five classes, A, B, C, D, and E, with a *per capita* allowance of 8, 7, 6, 5, or 4 dollars, respectively, as a government grant. This grant, however, constitutes only two-thirds of the sum allowed to schools, the other third being supposed to be raised by school-fees. In case these fees do not amount to one-third of the government allowance, the latter is, by a regulation of the education committee, subject to a reduction. Hitherto, however, it has been found impracticable to carry this rule into effect, as very few schools succeed in raising the required third. The amount of fee paid by each child is rather left to the discretion of the teacher; usage, however, has fixed it at from 4 to 8 cents a week.

School-houses are, with few exceptions, erected at the expense of the various religious denominations, they deriving aid from the government when asked for. Schools, therefore, are under the immediate control of the clergy, who are termed their patrons, and in whom is vested the power of appointing or dismissing the teacher at pleasure, as also the division of the grant among the various school officers.

SCHOOL-INSPECTION.

The inspector pays a visit to every school once a year, for the purpose of holding examinations. Three or four days previous to his coming the patron is officially notified in a printed letter, accompanied by a number of schedules to be filled out by the teacher. On these schedules are entered all the names on the register for the quarter; those presented for examination arranged in standards according to their attainments. Against each name are placed the age, index number, time of admittance, and number of times present at school during the preceding six months. No child is eligible for examination who has not attended at least one hundred times during the preceding six months. The examination embraces reading, writing, arithmetic, and dictation. There are six standards of merit. In order that a school should pass satisfactorily in any class, it is necessary that 60 per cent. of the average for the year should be able to pass in standard I, which is the lowest. For a school to be placed in either of the classes A, B, C, or D, it is necessary that 8 per cent. of the average should pass in standard VI, 10 per cent. in standard V, 14 per cent. in standard IV, and 20 per cent. in standard III.

IRREGULARITY OF ATTENDANCE.

The irregularity of attendance, particularly in the rural districts, is a great drawback to the efforts of the teacher. Here the parents work on the sugar-plantations, and as they have their own farms usually at a great distance from their houses, Monday is the day which they regularly set apart for bringing home provisions to serve the family during the week; and, generally speaking, all the children who are able to assist are carried "aback," as it is called. So it frequently happens that Monday's attendance bears a proportion of not more than one-fourth or one-fifth that of Wednesday. If, on the day of the inspector's visit, all whose names are on the schedules for examination are not present, the inspector usually makes a second visit, when such absences can be satisfactorily accounted for.

SCHOOL-HOURS.

The schools are open at 9 a. m. and 1 p. m. The hour from 12 to 1 is given for recreation. At 10 a. m. and at 2 p. m. the register is called, and children coming after these hours are not included in the numbers, which are put down immediately on summing up those present. A child regularly attending for ten weeks is eligible for examination, so far as the requirement of "time" can qualify him.

STANDARDS OF MERIT.

Standards.	Reading.	Writing.	Arithmetic.	Dictation.
Standard I..	Monosyllables	Monosyllables, or letters from a copy set on a slate.	Notation up to 20.	
Standard II..	Third book of any revised series.	Words as above.....	Any of the lower rules of arithmetic.	
Standard III.	Third book of any revised series.	Writing from a copy set on the slate or on the blackboard.	Subtraction and long multiplication.	
Standard IV.	The Irish fourth book, or that of any revised series.	A plain, legible, round hand as above.	Long division and the compound rules up to compound multiplication; notation to millions.	A passage, similar to that read, written on slate.
Standard V..	The Irish fifth book, or that of any revised series.	A neat, round hand as above.	The compound rules, including reduction and notation up to billions.	A passage, similar to that read, written on paper.
Standard VI.	Reading from the sixth standard of any revised code of school books, or from a newspaper.	A fine and neat round hand from Darnell's course, or any other standard copy-book.	Proportion and practice, or bills of parcels and notation.	A passage, similar to that read, written on paper.

STATISTICS.

The number of schools, exclusive of Indian missions, aided by government was 149, 10 of which received grants for the first time in 1870. The number of children on the 31st December was 15,669, exclusive of a few schools from which no returns have yet been sent in; and the average attendance was 8,894. These schools belonged to the following denominations: Church of England, Church of Scotland, Roman Catholic, Wesleyan, London Missionary, and Congregational.

The expenditure of the board of education in aid of salaries, rents, repairs, books, and other school-requisites, during 1870, was \$63,747.06.

PARAGUAY.

(Republic. Area, about 80,000 square miles. Population, about 1,000,000.)

No report has been received.

PERU.

(Republic. Area, 558,000 square miles. Population, 3,374,000.)

Minister of public instruction, THE MINISTER OF THE INTERIOR, F. ROSAS.

No report has been received.

Besides the public schools there is also a number of private schools, as every one is at liberty to establish a school, and as the government does not oblige parents to send their children to the public schools, but merely insists on having their children instructed in reading, writing, and arithmetic.

It would be difficult to find in the whole kingdom ten persons, men or women, at the age of 20 who are not thoroughly versed in these three elements of education. There may be but few natives who possess a higher or classical education, but likewise very few who do not possess a very good elementary education. People read a great deal, especially newspapers, whose number and circulation are very large compared with the number of inhabitants. The two chief papers are printed in the Hawaiian language at Honolulu; they are papers of considerable size and are generally well edited. One of them, the "Kuokoa," (the Independent,) is the organ of the opposition, and has a circulation of at least 5,000. The other paper, the "Auokoa," (the New Era,) is the government organ, and advocates the national independence. It has about the same number of subscribers as the "Kuokoa." Other papers are published in English, and are likewise read a great deal by the natives. Besides the political journals, which enjoy all the privileges of an entirely free press, there are several religious papers published by the different religious denominations.

OBITUARY OF FOREIGN EDUCATORS, AUTHORS, AND MEN OF SCIENCE.

From September 1, 1871, to November 1, 1872.

1871.

SEPTEMBER.

- Th. Schliephake*, professor of philosophy in Heidelberg, died September 5.
Th. Leykant, professor of chemistry in Nuremberg, September 14.
C. Süpffe, philologist, in Baden-Baden, September 15.
Bernhard, president of the school-council of the canton of Grisons, Switzerland, at Chur, September 15.
Richard Bentley, well-known English publisher, in London, September 15.
Dr. Hertz, professor of anatomy at Erlangen, Bavaria, September 27. He was the first Israelite who received a government appointment in Bavaria.
Cipriani Potter, director of the academy of music in London, a friend and pupil of Beethoven, in London, September 29.

OCTOBER.

- Arvid August Afzelius*, Swedish poet and historian, at Enköping, Sweden, October 1.
Dr. J. B. Baltzer, professor of dogmatics at Breslau, Prussia, October 2. He was a Catholic theologian of high repute, and wrote numerous theological works, of a liberal and philosophical character, for which he in 1860 was suspended from office by the archbishop of Breslau.
Charles Babbage died about the middle of October, in England. He was born in Devonshire, December 26, 1792, studied at Cambridge, and devoted himself entirely to the study of mathematics. He is the inventor of the calculating-machine, and wrote numerous works, the most important of which are "Tables of Logarithms" and "Economy of Manufactures," besides numerous essays for scientific journals.
Sir Roderick Murchison died in London about the middle of October. He was one of the greatest geologists of our time. Born February 19, 1792, he entered the army in 1807, and took part in the Peninsular war, but left the service in 1816, in order to devote himself entirely to the pursuit of science. His most famous works are "The Silurian System" and "Geology of Russia in Europe and the Ural Mountains."
Dr. M. E. A. Naumann, professor of medicine and natural sciences at Bonn, October 19. He was born at Dresden, October 7, 1798, studied at Leipzig and Berlin, and was professor at Berlin, from whence in 1828 he was called to Bonn. Naumann was one of the most eminent teachers Germany possessed, and wrote many works, the most important of which are, "Manual of Medical Clinics" and "General Pathology and Therapeutics."

NOVEMBER.

- Professor Peter Hjort*, famous Danish philologist, November 11, in Copenhagen.
Nicolai Turgenjew, near Paris, November 13. He was a Russian writer of liberal tendencies, well known through his work, "La Russie et les Russes."

ary, and Political," "The Monarchy of the Middle Classes" &c., &c., in London, May 27.

Dr. *Adolf Solbrig*, professor of psychiatry at the University of Munich, in Munich, May 31.

Friedrich Gerstäcker, Germany's greatest traveler, author of many works of travel, especially in North and South America, in Brunswick, May 31.

JUNE.

Charles Lever, well-known English novelist, for many years British consul in Trieste, in Trieste, June 1.

Dr. *Hundeshagen*, professor of church history and dogmatics at the University of Bonn, author of many standard theological works, at Bonn, June 1.

Dr. *J. F. Hessel*, professor of mineralogy and technology at the University of Marburg, in Marburg, June 3.

Dr. *Thorbecke*, famous Dutch statesman, author of works on political economy, and a great friend of education, at the Hague, June 3.

Dr. *Robert Prutz*, German poet and litterateur, author of many works on the history of literature, at Stettin, June 21.

Dr. *E. F. Souchay*, historian, in Frankfort-on-the-Main, June 30.

Dr. *F. Kampe*, author of many free religious and philosophical works, in Wildbad, June 30.

JULY.

Dr. *Karl Jäger*, oldest professor at the Vienna University, (91 years old,) famous oculist, at Vienna, July 2.

Dr. *W. Eisenlohr*, professor at the Polytechnic School at Karlsruhe, July 10.

Dr. *Eugene Rosshirt*, professor of obstetrics in Berlin, July 13.

Benito Juarez, president of the Mexican Republic, in Mexico, July 15.

Dr. *Emil Seidl*, professor of medicine at Prague.

Dr. *E. Hauschild*, professor of music at the University of Basle, author of standard works on the history of music. at Basle, July 29.

F. A. Kaiser, Holland's greatest astronomer, professor at the University of Leyden, at Leyden, end of July.

C. F. Appun, well-known German traveler and scientist at Georgetown, Guinea.

AUGUST.

Philipp Nathusius, editor of popular German journals at Lucerne, August 16.

SEPTEMBER.

Nicolai Frederik Severin Grundtvig, famous Danish theological, educational, and political author and poet, and bishop of the Danish church. He was born in 1783, in the parsonage of Udby, in the south of Zealand. Both on the father's and mother's side the family had been Danes, of the most Danish intensity, for long generations. He was therefore strongly national in all his writings, and of all the northern writers not one has so exclusively been a man of the people. He never cared to address the polite world of letters; he wrote poems for the people, and in return there is no poet in our time whose works have been so read and loved in the homes of the peasants as his have been. In his later years he spent much labor in advocating a new scheme of education for the poor and the rural population, by means of the so-called "farmers' high schools." He died at Copenhagen, September 2.

Dr. *Koch*, professor and philologist at Eisenach, September 5.

Don Manuel Mendez, minister of public instruction of the republic of San Salvador, murdered in Salvador, September 7.

Von Denis, technologist and architect, who built the first German railroad, at Dürkheim, September 9.

Dr. *Georg Phillips*, professor of the history of law and author of works on this subject, at Aigen, Austria.

Dr. *Riedel*, keeper of the royal archives and historian of the province of Brandenburg, at Berlin, September 8.

Dr. *Ludwig Feuerbach*, famous German philosopher. He was born at Landshut, Bavaria, July 28, 1806, and studied philosophy at Heidelberg and Berlin. For some time professor at Erlangen, he soon retired to private life and devoted himself entirely to philosophical studies. In the beginning a follower of Hegel, he soon showed himself as an independent thinker, in his first work, "Thoughts on Death and Immortality," which appeared in 1830. He boldly attacked the belief in the immortality of the human soul, and broke entirely with all philosophical and theological traditions. This

SPECIAL ARTICLES.

EDUCATION IN THE HAWAIIAN ISLANDS.

BY C. J. LYONS.

The first establishment of common schools in the Hawaiian Islands was effected under the direct supervision of the governing chiefs, between the years 1823 and 1827. After much persuasion by the American missionaries, the chiefs, together with their immediate followers, placed themselves under instruction. It is related that, at first, the King directed two or three of his more intelligent subjects to try this matter of learning to read, and see if it were safe, in which case he himself, and others of rank, would follow. In the course of time the new accomplishment became so popular that the adherents of the chiefs and others were sent all over the group to establish schools, which were attended by nearly the whole population. The schools were several hundred in number—at one time nearly nine hundred—composed mostly of adults, and, in their highest prosperity, were reported to contain 52,000 pupils. It was a remarkable instance of a body of despotic chiefs seeking, under the movement of Christian influence, to educate the masses of their barbarous people. The scholars assembled for instruction during an hour or two in the early forenoon, probably as soon as 7 or 8 o'clock, in most cases, and then dispersed to meet again, for a like period, at 3 o'clock, or thereabouts, in the afternoon.

The method of study was of the rudest kind, and the matter of discipline but little thought of. The teachers were under the patronage of the chiefs, who ordered the people to provide for their wants. In many cases they seem to have furnished the teachers with land to cultivate.

Besides reading and writing, some teaching in arithmetic and geography was attempted. Both these branches of study have always been favorites with the Hawaiians.

In a few years the larger part of the people had acquired the art of reading, and the schools, not being thoroughly established, especially for children, suffered a great decline.

From 1830 to 1840 the American missionaries sustained at each of their stations (which at the latter period were eighteen in number) schools intended as models, for which purpose small grants of money were made each year by the American Board of Missions, and valuable assistance rendered by the chiefs.

The schools in the outlying districts were kept up or not, according as there was more or less energy on the part of the people, or district head-men, (chief agents,) the schools being always under the direction of the missionaries.

After the French Roman Catholic mission was firmly established in the group, which was in 1839, its own schools were also set in operation, and furnished with school-books, prepared and printed by the same organization. These schools were not as numerous as the others, but have always been an important element.

FIRST SCHOOL-LAW.

In 1840 the first written constitution and laws were promulgated.

Among the latter was a school-law, further amended in 1841. By this law, which has a strong tinge of Massachusetts ideas, or something akin to them, in its composition, the parents in any district where the children outnumbered fifteen were empowered to meet and choose three of their number as school-officers. These were to act in conjunction with the superintendent for each island, who was appointed by the assembly of chiefs, (which was the then existing government,) in securing teachers. They were to provide for the support of the teachers from the avails of the old feudal-law-tax, (a labor-tax,) and the chief of the district was to provide a piece of land upon which the older scholars were expected to labor for the benefit of the teacher. The teacher, moreover, was entitled to freedom from taxation. Teachers were obliged, even at that early day, to have certificates. Attendance was made compulsory. To persons born after 1820, ability to read and write was made a condition of marriage, or of holding any office.

The schools do not appear to have thoroughly flourished under this system until 1846, when the departments of the government were organized, a minister of public instruction appointed by law, and authorized to draw upon the government revenues for the support of schools. He was directed to take the entire charge of the common-school system of the group; to make frequent tours of the different islands; to hold examinations; and to infuse energy and a spirit of order generally. In 1850 a regular school-tax of \$2 upon each taxable individual was imposed, and the tax-collectors in

ATTENDANCE.

Attendance is compulsory upon all between the ages of six and fourteen. Parents or guardians are fined five dollars in case of absenteeism. Should parental authority prove powerless, a term at the reform-school, or labor otherwise enforced, is provided as a penalty. Teachers are now directed to make complaints for truancy to the district-justice.

SCHOOL-TERMS.

The vacations are fixed by the board of education; forty weeks, or ten weeks per quarter, being, by the present rule, the school-term for the year. The number of children requisite in each district to authorize the continuance of a school is also at the option of the same body, as well as the number of school-hours each day. The tendency among Hawaiians is to begin early and dismiss early.

SUPPORT.

The regular school-tax of \$2 proving inadequate in many thinly-settled districts to keep up the schools during the whole school-year, a special appropriation from the general revenue was made in 1868, and has been since continued from year to year. For school-houses, the same has been done; the parents, however, in many instances co-operating with the government in repairing and building, when requested.

STUDIES AND SCHOOL-BOOKS.

In all schools known as common schools where tuition is free the instruction is entirely in the Hawaiian language. There is one exception to this in the Hilo (Hawaii) union school, the first attempt to establish a graded school on the islands. In this school, at a certain stage of advancement, scholars are admitted to the English department.

At Honolulu there are two schools attended by Hawaiians, (the royal school for boys and the Mililani school for girls,) where a fee of \$5 per year is required of each scholar. In these schools competent teachers are employed, at salaries from \$1,500 down, and the English language is made the vehicle of instruction. For many years the American Protestant mission furnished school-books in the Hawaiian language at a price below cost, prepared by its own members.

The Catholic mission furnished its own school-books. The scarcity of school-books, consequent upon the expense of preparing them where only small additions are necessary, had proved a great drawback.

Lately Thomson's Higher Arithmetic has been translated and published by the government. A reading-book modeled after the Progressive Third Reader of Town and Holbrook's series, but containing much original matter, succeeded this. An edition of 7,000 was printed of each.

Two geographies are now in course of preparation. Colburn's Mental Arithmetic, which has long been the standard, has been translated and reprinted. One cannot but sympathize with the Hawaiians in their efforts to keep up their own language, which to them cannot be replaced. The impossibility of obtaining at low wages teachers competent to introduce English as a common-school branch is the principal reason for its non-introduction.

A government day-school for English-speaking children is maintained at Honolulu; salary of head teacher, \$1,500, with two assistant teachers. The distinction between this and the other high-grade schools already mentioned consists in the ability to use the English language previous to entrance, as no race distinctions are allowed.

In this connection may be mentioned two quite prominent independent day-schools in Honolulu, where English is taught by native Hawaiians.

LAHAINALUNA SEMINARY.

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the different districts authorized to transfer the amount to a district-treasurer, who acted as paymaster to the teachers. This tax has been kept up to the present time. Efforts have been made to exempt parents sending their children to private schools, but, fortunately, without success.

The office of minister of public instruction was afterward changed to that of president of the board of education; the board consisting of three members.

By the act of 1865, which, with slight modification, is the present school-law, the board of education consists of five members, appointed by the King, to serve without pay. The prominence of the president of the board ceased by the creation of the office of inspector-general, whose duties are nearly those formerly imposed upon the minister of public instruction.

THE INSPECTOR-GENERAL.

He is appointed by the board, acts under the authority of that body, but has large discretionary powers permanently conferred upon him by resolution of the board. He is required by law to visit all the schools; to direct as to what studies shall be pursued, and in what proportions; to grant certificates of competency to teachers, and is empowered to cancel the same. He directs the repairs on school-houses; examines the accounts of the district-officers hereafter specified. Until recently, the appointment as well as the removal of teachers was in his hands. By the act of 1870 this was placed in the hands of a school-board to be noticed hereafter. No person in holy orders, or minister of religion, is eligible to this office. The position is now (1872) filled by H. R. Hitchcock, a son of an American missionary. Salary of the office, \$2,000.

OFFICE OF BOARD OF EDUCATION.

The board of education keep an office in the government buildings. In attendance, the clerk of the bureau; salary, \$1,500. Supplies of school-books and stationery are forwarded to the different schools from this office. No regular time of meeting of the board is imposed by law. Any appeal from the action of the inspector-general is made to the board. A biennial report is prepared, signed by the president of the board, and laid before the legislature at each session, containing all statistics, and such information as may be necessary. A sextennial census, counting from 1860, is ordered by law, and its duties committed to the board of education. In addition to this a complete registry of births, deaths, and marriages is provided for, to be kept by the sub-officers of the board, and reported biennially to the legislature.

DISTRICTS.

The islands, for all purposes pertaining to educational matters, are divided into districts, coincident with the taxation-districts. By the act of 1865, these are 25 in number.

In each district, the board appoints a school-agent. He is the local executive officer of the board for that district, acting as treasurer, trustee of school-property, registrar of births, &c., and performs whatever other duties of this nature that may be required. As attendance at school is compulsory, it is generally expected that the agent will make complaints for truancy.

In conjunction with the district-justice and an elective member, yearly balloted for by the parents and guardians of the children in actual attendance, the school-agent is member of a district school-board. This board has the power of appointing and removing teachers, subject to appeal to the board of education. It has no especial powers in addition, but is expected to assist and co-operate with the school-agent as he may need such assistance and co-operation.

TEACHERS

The usual pay of teachers in common schools is 50 cents per day. The actual amount is determined by the board of education.

Male teachers are mostly employed, it being only of late, and in cases where the sexes are separated, that female Hawaiian teachers have been employed.

School-hours are from 9 o'clock a. m. until 2 o'clock p. m., with one recess of 15 and one of 30 minutes. Teachers are required to have a certificate of competency from the inspector-general. They are now expected to attend the teachers' institutes, which are generally held once a quarter, one on each island, excepting Hawaii, where there are three. There is no normal school, but most of the teachers have received their education at the Lahainaluna Seminary. They are required to keep a register of scholars, and to give a certificate of dismissal to those leaving their school for another.

ATTENDANCE.

Attendance is compulsory upon all between the ages of six and fourteen. Parents or guardians are fined five dollars in case of absenteeism. Should parental authority prove powerless, a term at the reform-school, or labor otherwise enforced, is provided as a penalty. Teachers are now directed to make complaints for truancy to the district-justice.

SCHOOL-TERMS.

The vacations are fixed by the board of education; forty weeks, or ten weeks per quarter, being, by the present rule, the school-term for the year. The number of children requisite in each district to authorize the continuance of a school is also at the option of the same body, as well as the number of school-hours each day. The tendency among Hawaiians is to begin early and dismiss early.

SUPPORT.

The regular school-tax of \$2 proving inadequate in many thinly-settled districts to keep up the schools during the whole school-year, a special appropriation from the general revenue was made in 1868, and has been since continued from year to year. For school-houses, the same has been done; the parents, however, in many instances co-operating with the government in repairing and building, when requested.

STUDIES AND SCHOOL-BOOKS.

In all schools known as common schools where tuition is free the instruction is entirely in the Hawaiian language. There is one exception to this in the Hilo (Hawaii) union school, the first attempt to establish a graded school on the islands. In this school, at a certain stage of advancement, scholars are admitted to the English department.

At Honolulu there are two schools attended by Hawaiians, (the royal school for boys and the Mililani school for girls,) where a fee of \$5 per year is required of each scholar. In these schools competent teachers are employed, at salaries from \$1,500 down, and the English language is made the vehicle of instruction. For many years the American Protestant mission furnished school-books in the Hawaiian language at a price below cost, prepared by its own members.

The Catholic mission furnished its own school-books. The scarcity of school-books, consequent upon the expense of preparing them where only small additions are necessary, had proved a great drawback.

Lately Thomson's Higher Arithmetic has been translated and published by the government. A reading-book modeled after the Progressive Third Reader of Town and Holbrook's series, but containing much original matter, succeeded this. An edition of 7,000 was printed of each.

Two geographies are now in course of preparation. Colburn's Mental Arithmetic, which has long been the standard, has been translated and reprinted. One cannot but sympathize with the Hawaiians in their efforts to keep up their own language, which to them cannot be replaced. The impossibility of obtaining at low wages teachers competent to introduce English as a common-school branch is the principal reason for its non-introduction.

A government day-school for English-speaking children is maintained at Honolulu; salary of head teacher, \$1,500, with two assistant teachers. The distinction between this and the other high-grade schools already mentioned consists in the ability to use the English language previous to entrance, as no race distinctions are allowed.

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The English missions are the especial supporters of Iolani College, Honolulu, which has made a prosperous beginning with 30 foreign and native pupils. The government maintain 11 scholarships in this school.

There are a number of independent schools in different places, as will be seen from the figures in the table following; but the above list includes all the important institutions of learning in the Hawaiian Islands.

CONCLUDING REMARKS.

The above summary may, after all, fail of conveying a correct impression of the actual amount of school-learning. A serious difficulty, in the way of progress in educational respects on the islands, is the co-existence of two languages. This stands in the way of a graded school at Honolulu. The progress of the native Hawaiians, if studying in English, is hindered by their non-familiarity with the words used, and, if instructed in Hawaiian, by the paucity of literature in that tongue. To counterbalance this, however, some of the evils of large and crowded public schools are avoided, and (may it not be added?) the evils of the modern system of cramming too much book-knowledge into youthful brains. Nor is the rigid discipline of colder climates possible, except in rare cases, with those who have felt no climatic influence, save that of the tropics. As a result of educational efforts, there exists probably no community in the world with so large a proportion of its inhabitants able to read and write. Though there are no published figures on the subject, it is known to be a rare thing to find a native unable to read. The newspapers that are published in the Hawaiian tongue are perused with the utmost avidity, and a remarkable familiarity with passing events is noticeable among all classes.

STATISTICS.

The following table is from the educational report for 1872:

Schools and school-attendance of the kingdom in 1872.

	Number.	Boys.	Girls.	Total.
Common schools.....	202	3,574	2,700	6,274
Government boarding-schools.....	3	205	.....	205
Government day-schools.....	5	344	148	492
Boarding-schools aided by government.....	9	170	197	367
Day-schools aided by government.....	8	168	106	274
Independent boarding-schools.....	4	18	78	96
Independent day-schools.....	14	312	267	579
Totals.....	245	4,791	3,496	8,287

The following figures show in round numbers the amounts expended by the government for educational purposes in 1871:

Avails of school-tax expended in districts where collected.....	\$36,000
Special appropriation for common schools.....	8,500
For building school-houses.....	1,500
For school-books.....	2,500
Reform-school.....	7,800
Higher-grade schools.....	20,500
Total annual government expenditure.....	76,800

This is about one-sixth of the total revenue.

ney from her home to the school-house. She wrote this as rapidly as her pencil could form the words, for her mind was filled with the things which she had noticed on the way, and the reflections and emotions that they had excited. The journey was full of interest, and observation of the people, cattle, dogs, birds, insects, fields, corn, rye, flowers, wagons, &c., that she had passed in the few minutes' walk from her home.

She said, coming by the grist-mill, she noticed the pond, which was full the day before, was now empty, although a plenty of water was running through the channel, and through a sluice-gate in the dam. She concluded that it was drawn down by design. Seeing men at work with axes, saws, and hammers under the hill, she inferred that they were repairing the water-wheel. Soon after, she met a farmer going toward the mill with some large bags, well filled, in his wagon. She then thought that he was carrying grain to the mill to be ground, and felt a pity for him, as he would be disappointed, for that day, at least. She carried her sympathy to the farmer's home, and hoped that he had not waited until they were out of meal, and that the family would not have to wait for bread until the water-wheel should be repaired. Passing a house, she saw bundles of shingles in the yard, and a ladder raised to the eaves; she concluded that the roof was to be shingled, and, soon meeting a man with a hatchet in one hand, and a box of tools in the other, she supposed he was the carpenter going to do this work on that house.

Seeing a hen in a farmer's yard with only five chickens, she remembered that she had six the day before, and suspected that the fox, skunk, or other wild animal that was supposed to have destroyed some of her father's and other neighbors' chickens, had been at work here also, and was still too cunning to be caught in the traps that had been set for it. Seeing a robin fluttering about a tree, manifesting by her manner and her cries great distress, she looked under the tree and saw a cat looking very intently upward; she inferred that the bird had a nest with her young there, and was fearful that the cat had a design to destroy them.

With these and other observations and reflections on the things and events which she had seen on the way, she filled two sides of a large slate. She was an observer and a reasoner. Her mind and its elements had been quickened into life, and had found a plenty of occupation in this simple way. But another, with more torpid reasoning and duller perceptions, might have passed over the same road at the same time and seen little or nothing. With few or no facts, and no conclusions, the whole history of the journey would be that she walked from home to the school.

Thus boys and girls who are educated and trained to observe and reflect by the studies of the school carry their power and habit of mental action with them wherever they go. In the sports of childhood and youth, in the various employments of maturer life, whether they are laborers, farmers, mechanics, or workers in any other sphere, whatever may be the material on which they may operate, whatever may be the changes they may desire to effect, or results they may attempt to produce, they enlist the co-operation of their sharpened perceptions and disciplined reason in the plan and performance of their undertakings.

MUSCULAR FORCE.

The bones of the animal frame are covered with a great variety of muscles. They are the lean meat and constitute a large portion of the body. By their contractions they bend the joints and move the limbs. By these we walk, we strike blows, we lift, draw, and push, we use tools, move machines, we cut, saw, hoe, and dig, we make the rough smooth, and the smooth uneven, we alter the form and condition of things, and produce other effects and changes in external matter as occasion may require.

It is not sufficient for these purposes that man is endowed with this great force, however varied and versatile it may be. It needs to be directed and measured, so that a blow shall be in the proper direction, reach the intended point, and produce the desired effect. The hammer must hit the head of the nail, the ax the place where the wood is to be divided, the spade the rail that is to be moved. The blow must be struck with the appropriate momentum, not too great, which may crush and injure, nor too little, which will fail of effect and be lost.

TRIP-HAMMER.

The old-fashioned trip-hammer always struck its blows in one invariable course, and inevitably reached its object if it was in the line of motion. It dealt its blows with unvarying force upon whatever was in its way, whether it was the largest bloom or the smallest wire. The later improvements of lifting, by steam, enable the workman to measure and control the momentum, but the direction is ever the same.

LIVING WORKER.

The living worker has no such limit as to direction of movement, or as to momentum. But he can vary the first indefinitely, and the last within the limit of his strength. The muscles are so distributed and arranged that man can move his limbs in any line.

lift greater weights and strike harder blows, yet his exertions are uncertainly directed and may be misapplied, and consequently partially or entirely lost. While this paper was in preparation, two untaught laborers were seen endeavoring to lift out of its bed in a quarry a large stone loosened by powder. They placed their iron bars in such a manner that nearly the whole of their force was expended in pressing the loose stone against the fixed ledge on the opposite side, and no part of it would tend to lift the stone from its place. A better observer then removed the bars to another side of the fragment of rock, where their movement would be in the only line in which the stone could be taken from its position. These are awkward and comparatively unprofitable laborers. They may be very strong, and expend more force, and become more fatigued, and yet, with all their great endeavors, they accomplish less than their more intelligent associates.

These differences in the application of personal force may be seen everywhere in the world, in all departments of labor, among mechanics of every occupation, cultivators of the earth, the hewers of wood, all who use their hands, tools, or machines to effect changes in the position, relation, or condition of material substance. Even the laborer, whose occupation would seem to require no thought nor skill, the scavenger who scrapes the mud in the streets, the shoveler who fills a cart with gravel or manure, the man who digs the garden with his spade, the boy that turns a grindstone to sharpen an ax—among all there is a manifest and practical difference as to the manner of applying their forces to their work, and as to the effect of their exertions, between the thoughtful and the thoughtless, between those whose quickened mind lends its aid to their muscular efforts, and the duller workmen, whose hands alone are given to their possessor, and take their chance of moving in the best and easiest, or in the harder and less appropriate way.

ANALYSIS OF PROCESSES OF LABOR.

In this view of the matter, it is interesting and profitable to watch the movements of workmen, mechanics, farmers, laborers, and analyze their successive processes, and see their relations to each other, to the material on which they operate, and to the result which they attempt to produce.

WOOD-SAWYER.

It seems to be a very simple matter to saw wood for fuel. Anybody, without intellect apparently, can do this work. Nevertheless, the intelligent and thoughtful can do it better and more rapidly than the ignorant and careless. The saw-horse must stand firmly on all its four legs. The log or stick must be placed securely in it, well balanced and supported; otherwise it yields, rolls, shakes, or recedes before the pressure of the saw. If it be so placed that the cut is in the middle of the horse, between the legs, when the division is nearly made the stick bends downward, the two inner ends of the partially divided parts are brought together, they press upon the saw and render its movements very difficult and often impossible. If the stick be so placed that the cut is made outside of the horse, unless the part that rests upon the horse is long and heavy and is held firmly in its place by its own weight or by the foot of the sawyer, or unless the saw is run close to the horse, the pressure will turn the outer part of the stick downward and bend or twist the saw and prevent its running. By proper movement of the saw, forward and backward, the teeth cut off particles of the fibers of the wood and make a narrow fissure through the log. The power that does this is the result of the twofold force—that which would move the saw in the direct line of its length, and that which would press it into the wood. If the first act alone, the saw moves over the log without cutting; if the second act alone, the saw is immovable. It is therefore needful to combine these forces in such proportions, and to bear upon the saw at such an angle, that the teeth be pressed sufficiently into the wood to cut off the superficial particles, but not sufficiently to arrest its movement.

The thoughtful workman recognizes all these necessities, and makes his arrangements accordingly. He finds no difficulty in sawing his wood; he meets with no accidents, loses no time nor force in restoring his disturbed log, or in difficult motion of the saw, nor does he injure it by endeavoring to push it when pressed, bent, or twisted. All his exertions are made with advantage. Every movement of his saw deepens the fissure in the log. He works rapidly and without needless fatigue.

The duller workman does not understand these conditions, or comprehend their connection with his purpose. He places his horse at random, and his wood upon it as it may happen to fall. So his horse may shake, his log may roll, his sticks tip up, his saw may be impeded, and the labor increased or even suspended. He has frequent difficulties. His work is interrupted. His progress is slow. He expends needless force, and his tools require more frequent reparation than those of the more observing and more successful wood-cutter.

men alike, whether bright or dull, would throw it into the cart with equal certainty. Watch, then, these classes of shovelers, and it will be seen that they differ in their manner and success in this operation. The observant one holds his shovel at arm's length, with his elbows slightly bent, and the handle of the shovel at a large obtuse angle with the forearm, and the blade of the shovel is at right angles with the plane of motion. Then he swings the loaded tool, making an arc of a circle, the radius of which is the direct line from the shoulder to the end of the shovel. He makes this movement quickly through a proper part of the circle and then suddenly stops. The vigor of this movement is sufficient to give the load an impulse that will carry it from the shovel, after it stops, to the point desired. The load passes in a tangent from the inverted arc. The centrifugal force tends to carry it directly in this tangential line; but the force of gravitation intervenes, and under the influence of both the gravel moves in a curve, with its apex upward.

The discreet shoveler carries his shovel to a point in the circle whence the tangential movement, modified by gravitation, shall describe a curve which at its highest part is above the cart-wheel, if he fill at the side, and as high as the top of the load if he throw in at the end. As the blade of the shovel is held at right angles with the plane of the curve of motion, all the contents are carried in a curve of the same radius, all pass off at the end of the shovel, all receive the same impulse, and are driven by the same centrifugal force in the same tangential line, and all fall together into the vehicle in a compact mass; none fall to the ground, none are lost on the way.

CARELESS SHOVELER.

On the contrary, the thoughtless workman, unaccustomed to noticing the exact relation of things, and having no comprehensive plan of his operations, places his cart by accident. He may place his cart at the proper distance from the bank, where he can throw the gravel with the least cost of force, and with no loss by dropping on the way. It may be so near that he has insufficient room for the free movement of his hands and tools. In that position he is obliged to bend his elbow and move his shovel in a smaller curve, and he must use greater force to throw the gravel over the wheel in this short space than if he had opportunity to swing his shovel at full length of the arm. The cart may be even so near as to make it necessary to lift the shovel directly upward at the greater cost of strength, and with the danger of hitting the vehicle on the outside, and shaking off a part or the whole of the contents of the shovel.

Or, as chance, not intelligent observation, governs this matter, the receptacle may be so far off as to require the workman to walk a step or two or more, carrying his loaded shovel in his hands, to get within throwing reach of its place of deposit; or, if not so distant as to compel him to move himself toward it, still it may be so far that the impulse given by an easy swing of the arms will not carry the gravel into it. Then it is necessary to exert a greater force for this purpose.

Nor is this dull laborer always mindful of the position of his shovel when he throws its contents. He may hold the blade at right angles with the plane of motion, and at other times at an oblique angle with this plane. In this position, the oblique surface of the shovel, acting as an inclined plane to the line of movement, causes the contents to slide toward the lower side, and some to drop off in that direction. The upper and lower parts of the shovel move in curves with different radii; their tangents in which the gravel moves from the shovel are in different lines; the curves produced by the combined centrifugal and gravitating forces, acting on the contents of the upper and lower parts of the shovel, reach different elevations, and, though the main part may pass over the wheel to its destination, there is a shower of particles dropping to the ground all the way from the shovel to the cart.

In these and other ways the laborer whose hands are not guided by quickened perceptive and reasoning faculties loses a part of his exertions, and accomplishes less than his better-trained fellow-worker.

SPREADING GRAVEL OR MANURE.

The farmer takes his compost from the heap in the barn-yard, and spreads it over the surface of his field. The last is often done with the shovel directly from the cart. The manner of removing the matter from the cart is the reverse of that of placing it there. In the first operation the workman wishes to throw his shovel-loads in compact masses into the vehicle. In the other he wishes to spread the matter widely and thinly over the ground. In loading he holds the blade of the shovel at right angles with the plane of motion, which is generally nearly or quite vertical. In spreading he holds the blade at an oblique angle with the plane of motion, which is never vertical, but oblique, or nearly or quite horizontal. This manner of holding and carrying the shovel throws the compost in successive and diverging particles from the end around the circle of movement, and scatters them like a shower from a water-pot when swung around in circular direction.

WEAVER.

The weaver puts into the power-loom warp sufficient for the proposed piece of cloth. The filling is wound upon the bobbins, which are placed in the shuttle. The loom is put in motion, and, apparently, may continue to weave the whole warp into cloth without interruption, except the replacement of the bobbins as often as the thread is used from the one in the shuttle. The attendant or weaver seems to have nothing to do but to put the full bobbin in place of the empty one as often as is necessary. This the quick-witted weaver does promptly. She knows how long a full bobbin will last in the shuttle and has another ready. She watches the time of its exhaustion and at once makes the change. Hardly a moment is lost by this interruption. This is a necessary part of the process of weaving, for the way has not yet been discovered of connecting with the loom an indefinite amount of filling as well as of warp.

But this change of bobbins is only a part, and with some only a small part, of the responsibility of the manager of the loom and of the interruption to the work. Threads, both of warp and filling, are liable to break. Bands may slip from the wheels, and other accidents happen to parts of the machine. These require constant attention to recognize them as soon as they occur, to make the needful repairs and restore the disturbed elements to order.

To the unused spectator the running loom sends forth a complication of mingled and undistinguishable sounds, a mere confusion of rattle. But the intelligent operative soon analyses these confused elements of noise and discriminates the several parts which each portion of the loom contributes to the whole. She refers one to the beam, one to the shuttle, one to this wheel, and another to that wheel, &c. To her perceptions every one of these sounds has its origin in a recognized part of the perfect loom. Each element of the noise thus represents to her understanding the correct movement of its own part, and the whole represents to her the healthy running of the complete machine in good order.

Familiar with the whole and with the several component elements, she readily detects any variation, any excess or deficiency, or any new and strange sound. Her quick perceptions recognize the disorder, and her reason as readily refers it to its source.

ORCHESTRA.

The music of an orchestra is composed of a variety of sounds sent forth from many kinds of instruments. The ordinary untrained ear only knows the several sounds as one whole, and finds pleasure from the resulting harmony. But the cultivated leader analyzes the various sounds and refers each to its origin in its appropriate instrument. If any player fail of his due note, or if his instrument give forth any discordant note, he at once perceives the difficulty and refers it to its cause.

STRAUSS.

At the late musical jubilee in Boston, 1872, Strauss, the celebrated composer and leader, was conducting a rehearsal of an orchestra, said to be composed of a thousand instruments; suddenly, when to the common ear everything was going on in complete harmony, the leader arrested the whole proceeding. The audience were taken by surprise, for all was apparently satisfactory; but the intensely acute ear of the accomplished conductor had discovered an imperfection among the immense volume of sounds. He went directly to one of the performers, and, pointing to a note in his score, said, "Fortissimo," and then returned to his post. The musicians then went over that part again, and without the failure that had before disturbed the acute sensibility of Strauss.

So the trained ear of the thoughtful weaver discovers any variation of the proper sounds of the loom, and quickly, before the disturbance has time to increase, she stops the machine, if it do not stop itself, and finds the cause—it may be a broken thread in the warp, a knot in the filling, a band out of place—and immediately makes the needed reparation. This is the work of but a few moments. The interruption is very slight.

DULL WEAVER.

The unintelligent, thoughtless weaver brings no such quick perceptions and analytical power to learn the sounds of the loom and to refer them to their several parts. She has no comprehension to determine what each element of the noise represents. To her the whole is a mere confused medley of noise. Her ear does not, then, detect variations or the signs of disturbance; still less can she refer them to their appropriate source in the elements of the loom.

When any disorder happens, a thread breaks, a band slips, the shuttle falls out of place, or other irregularity, it may be several seconds before she discovers it. It is still

due to the same cause. The disciplined and thoughtful, having the direction clearly in his mind, and knowing that the blow will advance his object, strikes boldly and effectively; but the awkward nailer, lacking the sure confidence that knowledge gives, feels uncertain whether he may do good or harm with his hammer, and therefore strikes timidly, less effectively, and needs more repetitions to complete the work.

HEAVY AND LIGHT TOOLS.

In all endeavors to effect purposes by the means or intervention of tools, implements, machines, or vehicles, the first part of the motive power is expended on the instrumentality in wielding the tool, running the machine, moving the vehicle, wagon, or carriage, and all the force that is expended in this manner is lost to the object of the exertion. A child that has just strength sufficient to lift a basket or trundle a wheelbarrow can carry nothing in it unless the vehicle be lightened. But in proportion as its weight is diminished, load can be added.

All these instrumentalities are made light and delicate, or strong, coarse, and heavy, according to the work which is to be done with them and the way they are to be used. A carriage that is to be driven carefully and on smooth roads may be light and easy to be moved, and one that is to be driven recklessly and over rough, stony roads must be strong and heavy, and require more power to move it. The same horse can draw more freight in the light than in the heavy vehicle on the same road. The difference in the loads is equal to the difference of power required to move the carriage alone.

Ignorant and coarse workmen need to have strong and heavy tools to sustain their rough handling without being broken.

The hoes which the ignorant scavenger used to clean the streets in a southern city were enormously thick and heavy. The handles were very large poles in their natural state, taken from the forest, with the branches trimmed off. The reason given for their clumsiness was that these heavy tools were necessary for the rude laborers on the farm and the street-cleaners of the same want of culture. No others would be safe in their hands. The light hoe, which skillful men use with safety and advantage, would be broken by the rough usage of the ignorant and careless workman. On further testing them it was found that the coarse hoes, with their huge handles, weighed twelve pounds each, while the more graceful tools of cast steel, with turned handles, weighed less than two pounds.

Here was a great difference in the amount of force that must be expended in moving the instrument before it could effect its purpose—six times as great for the laborer who worked with his muscles alone as for him who could bring his brain and intelligence to aid and direct his physical exertions.

Suppose that two scavengers of equal bodily strength, but with different mental activity, could make the same bodily exertions through the day. Suppose that they were employed side by side cleaning the street, the intelligent using the light hoe and the ignorant man using the heavy instrument, and that each could haul twenty pounds at a time, and could make the same number of strokes; then the load which was hauled by the duller workman would consist of twelve pounds of hoe and eight pounds of mud, while that drawn by his brighter associate would consist of two pounds of hoe and eighteen pounds of mud. The results of the same expenditure of force would be more than twice as great when guided by intelligence as when left to the hand alone.

There is another consideration connected with the expenditure of force. The two scavengers are supposed to use the same exertion in hauling the mud to the heap, but when they throw their implements back for another load, one carries twelve pounds, thereby expending six times as much strength as the other whose hoe weighs only two pounds.

A manufacturer of scythes, in Massachusetts, visited a dealer in agricultural implements in one of the Southern States, many years ago, to see his wares. The dealer at once told him that "if he had bought such scythes as were made for and used by the northern farmers, they could not be sold for or used by southern slaves. The delicate tools which are easily and safely handled by the intelligent laborers of the North would be readily broken by the ignorant and awkward laborers of the South. They use their implements carelessly and roughly. They strike against stones, roots, bushes, hassocks, and often into the ground, and so they bend, twist, and break their scythes. They must have short, heavy, stubbed scythes, that will bear the hard usage of our men."

With such scythes as these men can use safely, they cut narrower swaths and less at a clip, and consequently mow less in a given time. They cannot cut the grass as evenly or as closely to the ground as skillful mowers with the best scythes. They leave a higher stubble to be wasted, and obtain less hay from a crop of grass equally heavy, than the intelligent workman.

In every stage and relation of the labor in the hands of ignorance there is a tax, in injury to the material operated on, in the increased wear and breakage of tools and implements, in the greater expenditure of force, in the diminished production. The cost is greater and the profits are less.

ECONOMY OF TIME AND FORCE.

The wise and intelligent ever economize in time and labor. They study and plan their operations in advance, and do their work well. When once done it is complete, and there is no necessity for doing any part of it over again. The ignorant and unwise act differently. They have not full comprehension of their purposes, nor of the way of executing them. Their work is often incomplete. They leave parts to be done over. The careless shoveler spills some of his gravel on the ground, which must be again taken up and thrown. The unthinking plowman leaves balks in the field that must, at much greater cost of time and labor, be turned over by the shovel or hoe. The awkward tailor needs to spend much time in altering the garments that he has carelessly failed to fit the frame of his customer.

No small proportion of the laboring force of the world is expended in correcting mistakes, in compensating for deficiencies, in repair of damages that arise from accidents, which are generally but another name for carelessness in somebody. A sagacious owner of steamboats on the Mississippi River, after long experience and observation in the management of this property, and as a master of his own vessels, said, "that all accidents were due to careless inattention, unfaithfulness, or ignorance somewhere. Sometimes they were caused by those in whose immediate management they happened, and sometimes by those who preceded them. A boiler-explosion may be due to the negligence of the engineer, or to the imperfect workmanship of the maker, or, still further back, to the one who prepared the iron. A carriage may be overturned by the ignorance of the driver, the want of skill in the manufacture of the vehicle, or the incompetence of the road-builder. And if all who had had any part in the preparation of these means of transit had been intelligent in their occupation, and faithful, no accident could have occurred."

A skillful worker so arranges his exertions as to expend no force without producing a proportionate effect. He does his work in the time and circumstances when and where he can do it with the least cost of strength. He takes advantage of opportunities and makes them subserve his purposes. If he is a carrier, passing from place to place and returning, he takes from the first what is not wanted there and carries it to the second, where it will be of use, and returning, he brings from the second what is not wanted there to the first where it is needed. In this way he accomplishes a double purpose in each journey. But some thoughtless persons sometimes travel to carry matter from A to B, and return empty, and again they go empty from A to B, in order to bring matter from B to A.

Much of the work of the untaught and untrained is tentative. A guess or conjecture directs the efforts, and the worker feels his way and determines whether he is right or wrong as he proceeds. He is consequently correcting his errors continually or suffering from them. A careless joiner cuts his mortise at random and his tenon in the same uncertain way. It is accident if they fit each other. His doors and windows, and shelves and their incasings, are subject to the same chance of fitting or unfitting adaptation.

COOKING.

Unfortunately, the preparation of our food, the nutriment that is to be converted into our own flesh, and be made a part of our living bodies, is often consigned to the hands of the least intelligent, whose want of education, and whose loose habits of observation and imperfect reasoning, preclude precision of calculation and adaptation and exactness of proportion of materials. Hence there is uncertainty in the results of their labors. Neither they nor their employers seem to expect that the bread and other mixtures sent from the kitchen will be suited to the wants and powers of the inner man, with the confidence that they do, that the preparation of the skillful tailor or dress-maker will be fitted to the outward form. With such cooks, chance controls the culinary processes, and the language of the housekeeper not infrequently acknowledges the power of this principle. If the food is prepared so as to be acceptable to the stomach, and easily convertible into living flesh, she felicitates herself on her good cook, and her friends congratulate her on being so favored by fortune. But if, on the contrary, the bread is heavy, the pastry hard to be borne in the digestive organs, and the meats unfitted for nourishing the animal body, she offers the apology that the cook was unlucky, and this is presumed to be sufficient explanation of the unpleasant circumstances.

LABOR THE MAIN SOURCE OF WEALTH.

With small exception, all the wealth of the world is the creation of human labor, the product of muscular exertion. The original material elements of wealth in manifold forms are found abundantly in and upon the earth and its waters, but they are useless and have no value until their position, condition, and form or character are changed and adapted to man's wants by labor.

buildings—their blows and exertions, by which the position, condition, or relation of the wood is changed and its worth increased, are converted successively into capital.

It is manifest that as human effort creates wealth, the more rapid the movements are made the greater the accumulation. The active carpenter drives more nails than the slow workman, and creates more value in a day. But it is only the judicious, well-directed blow that becomes wealth. The blow that is struck on the nail in the line of its direction adds to its worth, for the driven nail is worth more than one outside the wood; but an oblique blow that turns the nail to one side adds nothing to its value, but, on the contrary, lessens it, inasmuch as a crooked nail is worth less than a straight one. When the blow of the wood-cutter falls successively in the plane of its predecessor and enlarges the division, it increases the worth of the wood; but when it falls to one side or the other without carrying the division deeper into the log, it leaves no more wealth behind.

EFFECT OF EDUCATION ON LABOR.

The value that is created and added to matter by labor is in ratio of the skill of the worker, or the appropriateness of his exertions, and the rapidity with which they are made. The degree of these is in proportion to the mental co-operation with the movements of the hands.

When the mind is torpid the hand works alone, and for want of a watchful guide it moves in uncertain manner and with doubtful effect; but in as far as it is quickened by education, the perceptive faculties are sharpened, the reflective faculties strengthened, and the movements of the hand are directed to their purpose. They strike in proper direction, and with appropriate momentum. All the force is expended to advantage. None of the blows are lost. Each one produces changes that add to the value of the material operated upon. Education, then, is the economy of force, and gives it a greater power to create value. It enables the intelligent and skillful to add more to the worth of matter than the ignorant.

The cost of educating a laborer—of setting him to think, and fitting him to expend his forces to advantage—is very small. The few years of youth when the body is comparatively weak, the expense of teachers, books, &c., are but small sacrifices compared with the gain. The return in increased productive power is great and permanent. It is the difference between the skillful and quickly moving and the unskillful and slow workman, between the large and certain and the comparatively small and uncertain producer.

NATIONAL WEALTH.

The wealth and income of the nation is but the aggregate of the wealth and income of all its members. If a man adds to his private capital or to his power of production, the capital and income of the state are increased to that extent. If he loses or extinguishes any part of his fortune or fails to earn, the same loss falls on the commonwealth. Individual wealth collectively is public wealth; personal impoverishment is public poverty. The total financial, physical, and mental power of a community is no more nor less than the sum of its elements. The body-politic has then an interest in everything that tends to increase the productive power of the people. As education has this effect by sharpening the perceptive and strengthening the reasoning faculties, as it sets people to observing and thinking, and thereby enlists the quickened and energized mind as a co-operator and aid to muscular action, and enlarges men's capacity of creating value, so it is both the interest and the duty of the Government to see that none be allowed to enter the responsible period of life without this means of doing the best for himself and for the state.

The late Earl of Carlisle, a man of unusual acuteness of observation and of generous, comprehensive sympathies, traveled several years ago through most of the States of this country. He took great pains to inquire into the domestic and social condition of the people, their education, their habits, and manner of working and of living. After all his experience and study here, he said to a friend, "If every man and woman in your country were educated as are the natives of Massachusetts, there is no telling the power and the wealth of your nation."

THE RELATION BETWEEN CRIME AND EDUCATION.

BY EDWARD D. MANSFIELD, LL. D.

Quetelet, the most philosophical statistician of Europe, says that "society prepares the crime which the criminal commits."

This is true, in not only a real, but most profoundly moral and philosophical sense. Then what is society, or what is its preparation for individuals? And how? We may imagine a single person, or, rather, a single family of persons, living alone upon earth without any other law than their natural instincts. They are a law unto themselves. But we do not now find such persons. In fact, history knows mankind only as an association of many individuals, allied together by some common laws. This association we call civil society, and it is defined by laws, civil, social, and natural; and it acts upon individuals as the great forces of nature act upon the particles of matter. But as society is a moral and not a physical being, it is responsible for the forces it puts in motion and the direction they take. It is responsible for the civil laws and the social laws it creates and enforces. It is bound to recognize the natural laws of human action. It is bound to know that want creates temptation; that passions must be restrained; that ignorance is blind and weak.

Society must recognize these facts, and it is bound to provide against the evils which result from them. If it fails to do this, it fails not only in its obligations to the law of God, but to the laws of its own existence. But if Quetelet's proposition be true, and we hold it is strictly so, then society has failed in some of these obligations. How does it fail? In what has it prepared crime? If we were to examine the apparent or superficial elements of crime only, we might imagine that society has done all it could for its prevention. Does not the statute law name and affix a punishment to every conceivable crime? Are not the officers of justice in pursuit of the criminal? Do not the courts condemn him? Is he not sent to prison or to death? Certainly. But in all this we see rather the revenge of society than either prevention or reform. Prevention there is, to the extent of a salutary fear of punishment; but has society sought prevention to the extent of its power? Unquestionably, it will be agreed on all hands that prevention is the thing to be sought. If all crimes could be prevented, there would be no need of either punishment or reform. But we find that in all the earlier ages of civilization prevention of crime was never sought except by the fear of punishment, and reform not at all. In the last century, especially within a few years, reform has been the special object of inquiry in the criminal system, and particularly in regard to human regulations. But great humanity to prisoners is only merciful to them, not society; and if it were possible to reform all the criminals in the country, it would be nothing to the great column of advancing criminals continually pressing forward. When we have reformed every criminal—an obvious impossibility—how shall society prevent crimes? That is the only real problem presented in the philosophy of criminal jurisprudence.

Quetelet says, "Society prepares the crime which the criminal commits." What does he mean? How does it prepare it? The influences of society are both positive and negative. When society enacts criminal laws, punishes crimes, erects penitentiaries, and endeavors to reform the criminal, it acts by positive means, and by those only. But where are its negative influences, on one side or the other? Let us illustrate this idea. A B was born into this world, not under advantageous circumstances. First of all, he was born poor. Secondly, because he was poor he was uneducated to a large degree, and therefore knew little of right or wrong. Thirdly, he saw just before him on the street a "coffee-house," "restaurant," "saloon," and he felt despondent and entered, becoming a regular customer. Was that his fault? Thus we see that A B was the victim of the negative influences of society. Society did not educate him. Society did not require that he should have any religious education. Society did not furnish him with work. Society did offer him the temptation of drink, and did not supply his wants. Thus society, in any fair and honest meaning of the word, did prepare the crimes which the criminal committed. What has society to say to this fact? Simply, and it is the truth, that society has not arrived at its perfection, that its progress is slow, and that this grand result of prevention must be among the last achievements of human progress.

One of the great facts revealed by statistics is, that in the same moral condition of society the same proportion of crimes will be brought out. And why not? This was proved by Quetelet, in his statistics; was observed by Madam De Staël; and is made much of by Buckle, in his "History of Civilization." Buckle and others have made use of this to prove the very reverse of what is the fact; that is, they assume it as a law of fatality, which is just contrary to the fact. Quetelet makes no such mistake. He admits, and so states, that this apparently invariable proportion will

depend upon the condition of society. If the moral condition of society changes, then this apparently uniform proportion will change also.

In the report for 1861 of the commissioner of statistics for the State of Ohio we find the following: "The great mass of crimes, however, keeps an exact proportion to the population, and, unless the moral condition of society is changed, will continue to do so. Each year will reproduce the same amount of folly, immorality, and physical excitement, and from this again the same amount of crime. There is no department of statistics which has brought out more remarkable facts or more valuable results than this. It would scarcely be credible, if it were not absolutely proved by the statistics of France, Germany, and the United States, that a community having once subjected itself to certain vicious temptations and influences, must thenceforth produce and endure the same annual amount of crime, suffering, and injury against the happiness of society, in spite of all laws and all the machinery of restraint which can be invented or enforced. The condition of society remaining the same, the same crimes must result. It is, however, a most mischievous fallacy to suppose that, therefore, these results can not be changed, and that there is an inscrutable fate reproducing the same social evils, without any human power to change results. They will return with the same social condition, but there is no necessity that the same social condition should remain. Society has the power of self-reform. It has the power to take away temptation; to reward virtue; to encourage industry; and to restrain vice. It has the power to defend the individual against social wrongs and temptations which impair his peace and prosperity, quite as much as to embody armies and defend property. For what other purpose was government formed or law enacted?"

In the report of the Bureau of Education for 1871, it was shown that in New England a large number of crimes were caused by ignorance, and a large number by intemperance. On this state of facts, the question comes squarely up: "Has society a right to allow ignorance and intemperance, when they cause crime; when, in fact, they are the great causes of crime?" Society contents itself with punishing crimes, and with making a feeble attempt to reform the criminal. But while it is doing this, it prepares the crime for the criminal to commit. How? By its negative influence. It refuses to prevent crime. How? Society knows that ignorance is blind; that the poor, ignorant man rushes into crime, as he rushes into any thing before him, in total ignorance of the results. Hence the fear of punishment does not deter him, for he hardly ever knows any thing of the law, and is too ignorant of consequences to be afraid. So, also, society knows that the temptations of the "saloon," the "grog-shop," (by whatever name called,) will tempt the weak and ignorant till their inflamed passions lead to crime.

Thus society prepares the crime by its negative influences—its refusal to prevent the causes of crime. So long as society presents the same moral conditions, so long it will present the same proportion of crime; but society has the moral power of self-reform. Shall it be said that society refuses to exercise this power?

The only part of this question we propose to consider here directly is that of education.

All civilized nations are now convinced of the necessity of education, if it were only as a measure of defense. But if it were not so, a mere glance at the comparative conditions, in regard to crime, of educated and barbarous nations, would strike the inquiring mind with conviction. If we go to any barbarous people, such as the rude tribes of Africa, or the aboriginals of the South Sea, we find that such crimes as stealing, homicide, and impurity, are the rule, not the exception. Neither property nor person is safe in such countries beyond the restraint which fear and necessity impose upon such barbarous peoples.

The case is not much better in China, which, apparently more civilized, is, nevertheless, deficient in moral education.

The general fact is apparent that education is a force restraining vice and crime. Where it is purely intellectual, it restrains by teaching the truth expressed in the homely proverb, that "honesty is the best policy." Where it rises to the dignity of a Christian education, it teaches not only the restraint of the intellect, but the higher restraint of the conscience. In either case it is a restraining force, a moral power, over the appetites and passions of men.

Such being the general fact, we shall endeavor to demonstrate it by the statistics both of Europe and America, the latter being derived directly from the prisons, jails, and reformatories of the several States.

THE RELATION OF CRIME TO EDUCATION IN EUROPE.

For the power to exhibit this subject as regards Europe, we are indebted to Dr. E. C. Wines, who, as commissioner of the United States Government to organize the International Prison Congress, propounded a series of questions while traveling in Europe during 1871. Many of the reports were made under the direct supervision of the Government, and the figures may be taken as thoroughly reliable. We shall use here

In 18,000,000 of people who were commonly educated there were 1,939 arrests; that is, 1 in 9,291.

Thus proving the proportion of criminals in the uneducated classes to be two hundred and twenty-six times as great as that of the educated classes.

The reader may say, "This is an exaggerated case, and, while the facts are apparently true, this proportion will not hold good in other countries."

We shall show in the sequence that the same general principle is true, and that when the people of different countries are more and more educated, then this proportion diminishes, until, if we could imagine such a thing, society would present itself on the one hand thoroughly educated, and on the other hand without crime and without reproach.

ENGLAND.

Our mother country is, in every just sense of the word, England. We therefore look with curious interest to the condition of her education, and its influence upon the production or the cure of crime. Let us look at the facts.

Dr. Wines gives the following figures:

Committed to county or borough prisons.....	157,223
Could neither read nor write.....	53,265
Proportion of totally ignorant.....	34 per cent.

IRELAND.

Wholly illiterate, or very imperfectly educated:

Males.....	21.74 per cent.
Females.....	63.24 per cent.

BELGIUM.

Unable to read.....	49 per cent.
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SWITZERLAND.

Average of criminals unable to read through all prisons.....	83 per cent.
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The prisons of Lenzbourg, Saint Galle, Neuchatel, give these special figures:

Illiterate.....	25.3 per cent.
Inferior education.....	36.9 per cent.
Passable education.....	30.4 per cent.
Good education.....	4.3 per cent.

ITALY.

Illiterate in ordinary prisons.....	40 per cent.
Illiterate in bagnios, (prisons of high grade).....	30 per cent.

NETHERLANDS.

Unable to read.....	35 to 38 per cent.
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From the above we find that the proportion of criminals totally ignorant varies in different countries of Europe from 35 to 95 per cent.; but this does not show the whole truth; for, in the reports from prisons in the United States, it is almost universally said that but few of the whole number have any thing more than the lowest kind of education; and doubtless this is true of Europe. These statistics prove that in Europe ignorance among criminals is the rule, and education the exception.

Let us now examine this question more minutely in regard to our own country.

THE RELATION OF CRIME TO EDUCATION IN THE UNITED STATES.

Mr. F. B. Sanborne, of Massachusetts, in a report prepared for the International Prison Congress, has made some general remarks upon the statistics of American prisoners, which are very correct. He says: "The general condition of American prison-

ers, in point of education, is low, yet they are not so extremely illiterate as criminals are in many countries, if we except the colored criminals of the South.

"In Massachusetts, for a period of eight years past, the statistics show very *nearly one-third* of all prisoners to be wholly illiterate, yet, in the highest prison, at Charlestown, the proportion of illiterate convicts, since the beginning of 1864, has been scarcely more than 1 in 10."

What Mr. Sanborne has remarked of Massachusetts is in the main true of the whole United States, as will be seen from the numerous tables hereto annexed.

In the great aggregate of criminals the number of the *totally illiterate* is very large, but is by no means so large as in Europe, for the reason that no part of our country is so densely ignorant as many parts of Europe. So also, on the other hand, there are some prisons where the number of the illiterate is small, because they are special prisons of cities, where the better educated criminals are apt to be confined. But we need not remark upon these facts till we exhibit the great mass of prison statistics we have gathered from the Middle and Western States.

The statements following give partial returns from seventeen States; all of them but three from the Middle and Western States. The aggregates, in regard to education, sum up as follows, viz:

Aggregate of prisoners	110, 538
Aggregate of whites	91, 427
Aggregate of blacks	6, 396
Aggregate of foreign-born	57, 824
Aggregate of native-born	41, 942
Aggregate of those who can read and write	82, 812
Aggregate of those who can read only	5, 931
Aggregate of those who have no education	21, 650

The discrepancies between the general aggregates and those for color and nativity are caused by the fact that, in some prisons, no record was kept of sex, color, or nativity. And here we take leave to make a general remark on the value of statistics.

All the advances in statesmanship (and it must be admitted there have been great advances in the last century) are due wholly (in connection with the more enlightened teachings of Christianity) to the advance of the science of statistics. If all the legislators, statesmen, and preachers in the world knew precisely the state of facts in society, they could legislate and preach with vastly more effect. Hence, in reference to the subject before us, if we had the exact statistics in regard to the whole prior condition of the criminals, we should know almost exactly how crime was caused, and what measures would, if possible, prevent it. But the statistics of prisons are not only defective in many particulars, but they are inconsistent. One prison gives the statistics of one set of elements, and another of another, and no one of all that ought to be given.

When a prisoner enters a prison, the keeper of that prison should define him exactly as a man of science defines a mineral, an animal, or a bug. He should describe his physical characteristics; his previous social status in regard to parentage, color, condition, and education, moral, religious, and intellectual; his religious, or his want of religious, education, and his habits of life in regard to temperance or intemperance; his industry or idleness. These facts may be obtained, and they would be invaluable. They would show all the causes of crime, and, in showing them, would show the only means of prevention. In regard to the above aggregate facts, it may be observed—

1. That the whole number of those who can "read only" is described in the reports as in fact "very ignorant." To have learned to spell out words and read a little gives no real knowledge.

2. That the prison reports almost uniformly speak of the great number of those who "can read and write" as very deficient in education.

The general conclusion is that the great mass of prisoners is very ignorant; but, in order to see this more clearly and understand it more thoroughly, we shall analyze in the sequel the special reports of the prisons. In the mean while the general conclusions of the aggregates above, including the observations of the prison-keepers, are as follows:

The totally ignorant, as shown by those having no education, are.....	22 per cent.
The totally ignorant and very ignorant.....	25 per cent.
The very deficient, including these and a large share of those who can read and write	50 per cent.

These proportions are, in regard to the ignorant, much below those of Europe; and they ought to be, for it is beyond all doubt that, except the negroes of the South, the mass of the people of the United States is much better educated than in Europe. This is especially the case in New England, New York, and the central States of the North-west. But in either case the general fact is shown, beyond doubt or controversy, that ignorance is one great cause of crime, and that, in elevating the education of society, both religious and intellectual, we advance the interests of society by diminishing crime.

Just so far, therefore, as society neglects to educate the people, just so far does it prepare the crime which the criminal commits.

Let us now examine our statistics in detail, with regard to color, nativity, and religious education.

In regard to sections of the country, taking the State prisons and jails of New York and Pennsylvania (deducting the metropolitan police reports) as representatives of the Middle States, we have these results, viz:

Aggregate number	12,772
Aggregate number of whites	11,268
Aggregate number of colored	1,465
Aggregate number of foreign-born	4,658
Aggregate number of native-born	8,003
Aggregate number of those who can read and write	8,501
Aggregate number of those who can read only	1,774
Aggregate number of those who have no education	2,360

The proportions are:

The totally ignorant	19 per cent.
The totally ignorant and very ignorant	33 per cent.
The very deficient, at least	60 per cent.

Let us take now the prisons and jails of the central Northwest, which includes the States of Ohio, Indiana, Illinois, Michigan, and Wisconsin.

Here we have the statistics of thirty penitentiaries, work-houses, and jails, a sufficient number and variety to give a complete view of the subject in those States. The results are as follows, viz:

Aggregate number	18,931
Aggregate number of whites	14,362
Aggregate number of colored	1,524
Aggregate number of foreign-born	4,078
Aggregate number of native-born	4,851
Aggregate number of those who can read and write	8,722
Aggregate number of those who can read only	935
Aggregate number of those who have no education	6,565

The proportions are—

Totally ignorant	40 per cent.
Totally and very ignorant	46 per cent.
The very deficient, at least	75 per cent.

Let us now take the States west of the Mississippi to the Pacific. Of these we have the reports of four State-prisons in the States of Minnesota, Iowa, Kansas, and California. The results are—

General aggregate	1,957
General aggregate of whites	1,187
General aggregate of colored	205
General aggregate of foreign-born	503
General aggregate of native-born	696
General aggregate of those who can read and write	1,353
General aggregate of those who can read only	221
General aggregate of those who have no education	403

The proportions are—

Totally ignorant	21 per cent.
Totally and very ignorant	31 per cent.
The very deficient, at least	50 per cent.

Now, let us take the only States that we have of those formerly slave States, where the negro population prevails, viz, Maryland, Kentucky, Tennessee, Georgia, South Carolina. In these States the results are—

Aggregate number of prisoners	4,087
Aggregate number of whites	1,997
Aggregate number of colored	2,090
Aggregate number of foreign-born	267
Aggregate number of native-born	3,485
Aggregate number of those who can read and write	965
Aggregate number of those who can not read and write	1,435

The States of Georgia and Tennessee, having 1,124 prisoners, made no return of the state of education, and were otherwise defective. In the 2,400 returned, the following are the proportions of educated and uneducated, viz:

Totally ignorant	60 per cent.
Very deficient, fully	85 per cent.

Thus we see that in the midst of the South, where the colored population is almost totally ignorant, we have the first approach in the United States to the educational condition of France in 1832, and of much of Europe now. Comparing the several sections of the country as presented in the above tables, and including those who can read only (and that is usually very little) among the totally ignorant, we have these proportions. Those called "very deficient" are put down in a low estimate, made from universal testimony of prison-keepers:

Totally ignorant—very deficient.

In New York and Pennsylvania.....	33 per cent. to 60 per cent.
Central Northwest.....	46 per cent. to 75 per cent.
West and Pacific.....	31 per cent. to 50 per cent.
The South.....	60 per cent. to 85 per cent.

The returns from the "West and Pacific" are deficient, and therefore not a fair test. This, and the fact that the great body of miners are really intelligent men, make the reasons why that section seems to have less ignorance among criminals.

THE PROPORTION OF CRIMINALS TO THE ILLITERATE POPULATION IN REGARD TO EDUCATION.

Here we come to test facts in regard to the influence of ignorance in producing crime. If the proportion of ignorant criminals to the whole number should prove greatly above that of the illiterate to the whole population, it will be a fact conclusive that ignorance is one great cause of crime. Fortunately the returns of education and illiteracy embodied in the census of 1870 will enable us to examine this question and obtain reliable results.

Taking the returns of the census of 1870 in connection with the tables we have above given, we have the proportions below, premising, however, that, as all prisoners are above 10 years of age, so we have taken from the "illiterate" in the census only those above 10 years of age.

Illiterate criminals.

In New York and Pennsylvania.....	4 per cent. to 33 per cent.
In Central West.....	3½ per cent. to 46 per cent.
In West and Pacific.....	3 per cent. to 31 per cent.
In the South.....	22 per cent. to 60 per cent.

It appears, therefore, that in the Middle States the proportion of illiterate criminals is eightfold the proportion of illiterate people; in the Central West it is thirteenfold; and in the West and Pacific States it is tenfold. In the South it is only threefold; but this is caused by the great mass of colored people, who make up a large portion of the whole people, and, being nine-tenths of them wholly ignorant, furnish the great mass of criminals. When the still larger white population is counted in it makes the disproportion of the illiterate criminals less. As to colored people only it is very great. But we see in the above proportions the great fact that ignorance is one of the great causes of crime. We do not seek to exaggerate that fact. The figures we give show it in its naked deformity, and we leave the fact to the contemplation of our readers. But in the mean time let us look at how this fact will operate in an intelligent American community. Let us see exactly how it will operate in New York or Pennsylvania. Let us take 10,000 people as the unit of measure. The result will be, according to the above proportions:

People.....	10,000
Illiterate.....	400
Estimated prisoners.....	40
Prisoners illiterate.....	35
Others.....	5

The "others" means only a very common education. What, then, is the practical result? That because 400 persons out of 10,000 have been kept *totally* ignorant, the county or municipality has seven times as many criminals as it need have, and seven times as much expense and evil of all kinds resulting from it.

Having thus established certain general principles by the incontrovertible testimony of statistics, it will not be inconsequential or uninteresting to give the testimony of some of those who are engaged in the actual management of prisons.

The following statement, made by the superintendent of the Detroit House of Correction, gives the general facts and causes of crime nearly as correctly as can be obtained from the general averages of the most extended table of statistics:

"Of the 8,744 prisoners, 44 per cent. were under 30 years of age; 65 per cent. acknowledged themselves habitually intemperate; 65 per cent. were living out of the family rela-

tion; only 57 per cent. claimed to be able to read and write; 43 per cent. acknowledging themselves without any education at all. The whole 8,744, almost without exception, were poor and generally penniless on their admission to the institution. This fact, so generally true of criminals, must bear relation to their criminality. The improvidence that makes the spendthrift and pauper produces also the sensuality and selfishness that seek the means of indulgence without self-denial or regard for consequences."

Professor Tarbell, who has the school in the Detroit House of Correction, says:

"Of the 150 men who have been examined individually on entering the school during the past six months, 23 were entirely ignorant of reading; 30 could read a little, but not well enough to use text-books; while 97 could read with tolerable readiness, and some of them with intelligence and expression. From this it appears that 35 per cent. of those admitted were practically illiterate. In 1869 there were 29 per cent. of this class, and in 1870, 33 per cent. Whether this apparently increasing illiteracy on the part of those committed to the house of correction be due to the demoralizing effect of the late war on many men of intelligence, and that we are now returning to the more usual state of society in which the vicious are the ignorant, I will not say."

If the censuses of 1850, 1860, and 1870 be compared, would not the whole country show the same result in regard to illiterates; and can any other result be obtained without compulsory education?

Mr. Cummings, the moral instructor of the California State Prison, says:

"A great majority of the prisoners on their commitment are illiterate; others have acquired merely the elements of knowledge, without being able to turn their slight educational acquirements to any practical use; while the number who have acquired a systematic or liberal education is so extremely limited that it has been found difficult to supply the classes with suitable teachers. Hence, when these unfortunate men have been approached in a kind and conciliatory spirit, very few have failed to respond in a similar spirit; and when the means of instruction have been provided for them they have eagerly availed themselves of the privileges of the prison school. The progress that many have made in their studies has been truly gratifying, and has demonstrated, not only the practicability, but the great importance, of furnishing educational facilities to prisoners."

The fact that most of those who say they can read and write are "not able to turn their slight educational acquirements to any practical use" is a fact which mere statistics do not show, but which the warden or chaplain at once discovers; and that fact is simply, that nine-tenths of prisoners have literally no useful education. Mr. Cummings further says:

"The educational acquirements of prisoners here do not differ materially from a general statement that would apply to most prisons in other States. Of 478 prisoners committed from April 11, 1870, to July 1, 1871, 232 were entirely illiterate; 95 could read and write; 120 could read and write very imperfectly, while but 31 were liberally educated."

Those who could read and write "very imperfectly" may without error be put down as uneducated. So that, practically, four-fifths of all the California State prisoners were uneducated; and yet this fact does not half appear in the table of statistics.

The board of inspectors of the State penitentiary of Tennessee say: "One out of every 25 of the entire population of Great Britain is a juvenile delinquent—a destitute vagabond, abandoned, and, in many cases, a law-breaking child before the age of 17. While the same proportion of such a class can not be supposed to exist in this State, still the number is very large, and augmented daily with our increasing population. While no section of the State is entirely free from their presence, our larger cities swarm with them. They are found at every corner, and in every alley; at the doors of the saloon and the theater; at our depots and wharves; here their faces greet you with features pinched by their necessities into expression of premature shrewdness, bordering on villany, totally foreign to the faces of well-cared-for childhood. From the teeming crop of ignorant, neglected, and criminal children is produced the large majority, if not all, of the thieves, counterfeiters, forgers, burglars, robbers, and murderers who fill our penitentiaries; as also those subjects for seduction, and consequent prostitution, who fill the brothels of our cities."

Here is society preparing the crime which the criminal commits. Here is the negative preparation of non-education, and the positive one of temptation.

Mr. Darnell, keeper of the Georgia penitentiary, says:

"Of all reformatory agencies, religion is first in importance, because most potent in its action on the human heart and life. Education is also one of the vital powers in the reformation of fallen men and women, who have generally sinned through the influences of some form of ignorance conjoined with vice. Its tendency is to quicken the intellect, expel old thoughts, give new ideas, supply material for meditation, inspire self-respect, support pride of character, excite to higher aims, open fresh fields of exertion, minister to social and personal improvement, and afford a healthful substitute for low and vicious amusements."

"It is, therefore, a matter of primary importance in the prevention of crime and the

improvement of society, as well as the avoiding of that combat between crime and law which, in this country, has been the bane of our prosperity."

We need not cite any further testimony of this kind; this is in substance the testimony of all the keepers and officers of penitentiaries, prisons, jails, and reformatories in the country. It is the testimony of human experience on one of the most important points which concern human society. The evidence upon the intimate relation of crime and ignorance is clear, complete, and ample. It may be comprised in two general propositions:

First. That one-third of all criminals are totally uneducated, and that four-fifths are practically uneducated.

Secondly. That the proportion of criminals from the illiterate classes is at least ten-fold as great as the proportion from those having some education.

If these proportions are true, (and we have made rather an underestimate,) then, after making due allowance for crimes committed from passion, without regard to education, and crimes, such as forgery, frauds, &c., which require some education, we must come to the conclusion that two-thirds of crimes might be avoided by education, but more especially by religious training. Against this fact some one will reply that so also a large number of criminals are intemperate, and, therefore, we may attribute to intemperance a large number of the crimes we now attribute to ignorance. True, if these were parallel causes, but they are not. In the first place, a large number of the intemperate are such from want of education, and especially from want of moral and religious training. We see a great many educated persons (that is, commonly educated) who are intemperate, but they seldom commit crime. Secondly, many of those committed to prison have become intemperate on account of previous criminal and vicious habits. But we shall not discuss this topic, except so far as to present some statistics both upon intemperance and upon color.

We give the following examples of the traits of prisoners in regard to temperance and intemperance, in some of the principal prisons, viz:

Institution.	Temperate.	Intemperate.
Northern Indiana Prison.....	105	104
Iowa State Penitentiary.....	122	158
Minnesota State Prison.....	41	46
Illinois State Penitentiary.....	672	743
Kentucky State Penitentiary.....	814	1,033
Detroit House of Correction.....	3,045	5,655
Total.....	4,799	7,739

Or in proportions—

Temperate.....	38 per cent.
Intemperate.....	62 per cent.

This proportion is rather larger than that which the statistics show as the *totally ignorant*, but not nearly so large as the *very ignorant* are reported to be by the keepers of penitentiaries, prisons, and jails.

Probably if we had the statistics of every prison and jail in the United States the result would not be materially different from what we have given above. Let us now look a little at the proportions of the colored people in relation to crime and ignorance, remembering their long enslavement and the prohibition of letters to slaves:

Section.	Population.		Prisoners.	
	White.	Colored.	White.	Colored.
New York and Pennsylvania.....	1,786,826	117,375	11,268	1,465
Central Northwest.....	8,987,572	130,437	14,362	1,594
West and Pacific.....	2,720,272	29,393	1,187	295
South.....	3,568,901	1,680,888	2,058	2,414
Totals.....	23,063,511	1,957,873	28,875	5,608

The above does not contain the population of all the States in those sections, nor by any means all the prisoners, but it does show the proportions of white and colored people, and the proportions of white and colored prisoners; and this is the only purpose for which we have prepared this table.

In New York and Pennsylvania the proportion of colored population to colored prisoners is 80 to 1; but of white population to white prisoners it is 700 to 1.

In the central Northwest the proportion of colored population to colored prisoners is 90 to 1; but of white population to white prisoners, 700 to 1.

In the West and Pacific, the proportion of colored population to colored prisoners is 140 to 1; but of white population to white prisoners, it is 2,300 to 1.

In the South, the proportion of colored population to colored prisoners, is 700 to 1, but of white population to white prisoners, 1,784 to 1.

The only value attached to these proportions is to show that the negro population, being almost entirely ignorant, presents far the larger proportion of criminals. This we might anticipate, but it is one of many great facts which show that ignorance is really the greatest cause of crime.

The nativity of criminals in the foregoing table is—

Foreign-born.....	57,818
Native-born.....	42,495

The foreign-born in the United States are to the native population as 1 to 7. Hence, the foreign-born criminals are to natives nearly in the proportion of 10 to 1. If, then, society suffers a large portion of its people to be ignorant; if it offers temptation to intemperance; if it neglects to encourage industry; is not the proposition of Quetelet most emphatically proved, that society prepares the crime which the criminal commits?

Can we have a more serious testimony to the duties of society on one hand, or the only means by which society now can be preserved from the destruction which has overtaken all the older nations of the earth?

10,000 persons each year who receive what is called "outdoor relief." These are entirely outside of and independent of any public institution. They appear to be casual and temporary; but there will be just as many next year. Thus this temporary relief or casual pauperism becomes in fact permanent and an increasing charge upon the community. This kind of pauperism is largely due to the want of employment, and especially among the ignorant classes—and among these more largely among women. It exists especially during the winter months. Here arises the question, which, if not practical to-day, will certainly become so in a few years: Is not society bound by moral and by prudential considerations to prevent this kind of pauperism? You may say, How? Natural infirmities, diseases, and calamities, we are bound to provide for in the best way we can, and it may be admitted that they will always exist and be unavoidable. But these do not make up the great body of paupers, and we may affirm positively that the great body of pauperism is avoidable, preventable. How? We see that what we have called "imbecility" and misfortune are due to three main causes: 1. Ignorance. 2. Intemperance. 3. Want of employment. To a very great extent all of these causes may be prevented; ignorance certainly may be prevented; the temptations to intemperance may be prevented; and society can and ought to furnish employment to those who can not get it.

In Europe it is understood and admitted that on the question of employment depends mainly the question of pauperism, considered as a general disease. At present Great Britain is very prosperous; and we are told, in recent accounts, that paupers in Great Britain are 100,000 fewer in 1872 than in 1871. This is because all industries are active and prosperous. Several years since appeared a work entitled "Pauperism," by the Viscount de Barymont. He had been prefect in several provinces of France, and was familiar with the subject. He informed the government of Louis Philippe that there were so many thousands of people out of employment in the province of Lisle; and as that was general, if the government would not employ the people there would be a revolution, and there was. The government of Louis Philippe was overthrown. In Europe this question is now well understood, but Europe is far behind this country in another form of this subject, education. The greater part, nearly the whole, of the paupers of Europe are totally ignorant, and clearly that ignorance was one great cause why they could not find employment. When a man has nothing but his arms and legs to offer for service, with a mind almost totally blank, there is very little for him to do. He can not enter upon any of the new employments which society is constantly creating, and the result is that when clear naked labor fails, he fails also. This form of pauperism has not yet very largely affected our country; but it certainly will, unless the laborers of this country shall be educated up to the point at which they shall be able to enter, at least as laborers, upon all the new channels of employment.

It is this question of education, as a prevention of pauperism, which concerns us here. Society has made and always will make ample provision for all those who are naturally disabled. Asylums for every species of infirmity are rising on all sides; but that sort of imbecility which arises from a total want of knowledge, or of discipline of mind, has no asylum but the almshouse. And there it reacts upon society in two ways—one by imposing upon society the necessity of supporting it, and the other by withdrawing so many persons and so much labor which might have been available both to subsistence and the increase of wealth.

These general views of pauperism are obviously true. Let us now see if specific facts do not correspond with and prove the general principles.

1. Let us first take up the statistics of Europe, as far as we can get them.

We can not bring down the statistics to the present date; but, as the value of such facts depends only upon the proportions between the paupers, population, and education, they can be shown by any recent tables. We will first look at pauperism in Great Britain. Its condition in 1859 was thus:

Estimated population of England and Wales in 1859.....	19,578,000
Whole number of paupers.....	902,052
Per cent. of paupers.....	4.6
Of these in union poor-houses.....	107,050
Of these, outdoor poor.....	692,354
Of these in hospitals, dispensaries, &c.....	102,618
In the city of London in 1859.....	106,140
Population of London.....	2,362,236
Per cent. of paupers to population.....	4.7

The condition in 1867 was:

Estimated population of England and Wales.....	21,320,000
Whole number of paupers.....	931,546
Per cent. of paupers to population.....	4.4

In the eight years from 1859 to 1867 there was little variation in the proportion of paupers to population.

Pauperism seems to exist in Great Britain as a permanent disease of society, which

Let us now look at France. The returns of 1851 will show the proportion, viz :

Population of France in 1851.....	35, 781, 629
Average number assisted.....	982, 516
Per cent. of paupers.....	2.78

This was the number aided among the *healthy* poor, but does not include the large mass of the sick and infirm poor, which make the full half of all paupers, in the infirmaries of the United States. We must, therefore, add them in. The statistics of these were :

Total number of hospitals and asylums in France in 1852.....	1, 324
Number of beds in all.....	131, 016

But this number was quadrupled by the discharge of the recovered and the entry of others. A greater part of these we have.

In 1,035 of these institutions there were in 1853 as follows :

Males.....	285, 188
Females.....	162, 885
Adults.....	404, 447
Children.....	42, 926

Making a proportion for the remaining institutions, we have at least 560,000 of the sick and infirm poor. Adding these to the healthy poor supported, we have—

Total number of paupers.....	1, 542, 516
Proportion to population.....	1 in 23

When we come to the ultimate, we find there is very little difference between the proportion of pauperism in England and France, but there is an immense difference between the proportion of pauperism there and in the United States. In the city of Paris the proportions were—

Population of Paris at that time.....	996, 067
Paupers "indoor" and "outdoor".....	95, 169
Proportion of paupers in Paris.....	1 in 11
Per cent. of paupers in France.....	4.3
Per cent. of paupers in Paris.....	9.5

The proportion of pauperism in Paris is nearly double that in France generally, and that in the whole of France is double that in the State of Ohio. We may stop here for a moment to compare these proportions with those of Massachusetts. Here all conditions, except those of education, are nearly the same. Massachusetts has a *civic* (that is town) population equal to that of France; and a very large share of foreign emigrants. The comparison between France and Massachusetts is therefore quite fair.

Population of Massachusetts in 1852.....	1, 040, 000
Whole number of paupers in the State.....	31, 400
Proportion of paupers to population.....	1 in 35
Percentage of paupers.....	3.5

Here we have a direct and fair comparison of the results in Europe compared with those of the United States, under nearly the same conditions :

Paupers in France.....	1 in 23
Paupers in Massachusetts.....	1 in 35
Per cent. of paupers in France.....	4.3
Per cent. of paupers in Massachusetts.....	3.5

Now, the difference is not so great as many might expect, but *all* that difference is due to education.

Return again to Ohio :

Proportion of paupers to population.....	1 in 35
Percentage of paupers.....	.7

Ohio is a fair representative State of this country. One-third of its population is in large towns—a proportion not exceeded by more than three or four States in the whole country. Three-fourths of all the States have a less proportion of paupers than Ohio. But, in order to put the case in the fairest possible attitude for Europe, let us combine the proportion of Massachusetts and Ohio together. The result will be this:

Population of Massachusetts and Ohio in 1852.....	3, 030, 000
Number of paupers.....	50, 000
Proportion of paupers.....	1 in 61
Per cent. of paupers.....	1.70

The proportion of paupers in France is more than double; and, as the civic population is as large, and the number of foreign immigrants of the poor classes very great, the comparison is a fair one; and the difference in the proportion of pauperism is undoubtedly due to education.

2. Let us now look at the statistics of the United States, and see if we can ascertain whether ignorance has caused pauperism.

In the table at the end of this report we have given the results which we have obtained by hundreds of inquiries addressed to the infirmaries and charitable institutions of the country, but which were not answered in more than one case out of three. There are still answers enough to give us a definite view of this subject and establish certain proportions which would not be varied materially by more extended observations; and here we remark that full and accurate statistics would enable us to establish definitely the principles or social influences by which "pauperism," that is, dependent poverty, is evolved from society. We see arising in our country, in a smaller degree, but with equal regularity and certainty, the same kind of pauperism which is one distinguishing mark of society in Europe. We are apt to think that England and France are the most civilized countries in the world; at least they are those from which we take our ideas of what is called "civilization." But what do we find in this civilization? Why, that in 1869, there were in England and France together 2,600,000 paupers out of a population of 65,000,000! That is, 1 in 25 of the people is dependent upon public support. This is startling. It is enough to make any humane man—more, any Christian, and still more, any Christian statesman—pause and inquire whether this is really the necessary result of Christian civilization. But these are the countries to which we have looked for the highest standard of civilization. Here we inquire again, Must our country follow this kind of civilization? Is there no remedy for this tremendous evil? At least, is there not a partial remedy, so that we may keep our country from advancing further in the scale of pauper civilization?

Let us now return to the results of our own tables:

Number of States reporting.....	16
Number of institutions reporting.....	276
Number of paupers reported.....	12, 159
Number of white males.....	6, 251
Number of white females.....	5, 245
Number of colored males.....	237
Number of colored females.....	279
Number of foreign-born.....	3, 757
Number of native-born.....	5, 827
Number who can read and write.....	3, 071
Number who can read only.....	1, 521
Number who can neither read nor write.....	2, 801

The proportions deduced from these aggregates as follows:

The proportion of males to females is.....	54 to 46
The proportion of white to colored is.....	95 to 5
The proportion of foreign-born to native.....	40 to 60
The proportion of those who can read only to those who can neither read nor write is.....	52 to 48

If we add those who can read only to those who can do neither, which we should do, as it is well known that those who can read only are almost absolutely ignorant, we shall have this result:

Those who have some education to those who have none.....	60 to 40
Foreign-born to native.....	39 to 61
Whites to blacks.....	95 to 5
Totally ignorant among paupers.....	60 per cent.
Foreign-born.....	39 per cent.
Colored.....	5 per cent.

To compare these proportions with the proportions of these classes in the several States we have these results, derived from the census of the illiterates in the census of 1870:

Adult illiterates in New England States to their total population.....	4.6 per cent.
In Pennsylvania, New Jersey, and New York.....	4.9 per cent.
In Ohio, Indiana, and the Central West.....	4.8 per cent.

This proportion is for the whole population, and not for adults only; in the latter the proportion of illiterates would be much greater. We may assume 4.5 per cent. as the proportion of the illiterates in the Northern, Middle, and Western States, excluding the South, or former slave States. We have, then:

Totally ignorant among paupers.....	60 per cent.
Totally ignorant among the whole people.....	4.5 per cent.

Let us take a given number of people, say a million of persons, in Pennsylvania, Ohio, and Illinois, States not inferior to any in popular education. The result will be (on the average) very nearly this:

Population.....	1,000,000
Paupers.....	8,000
Illiterate people, (total).....	45,000
Illiterate paupers.....	4,800
Of total illiterates there are paupers.....	13 per cent.
Of all population there are paupers.....	8 per cent.

In other words, the proportion of paupers among the illiterates is sixteen times as great as among those of common education. The results demonstrate what reason should infer from the facts. The want of education is the lack of faculties and talents to acquire employments and to work profitably in them; and this is one of the great causes of pauperism. Let us now look to the proportion of foreign-born to native; for this is involved in an inquiry into the relations of ignorance to pauperism. A great many of the foreign-born who come to this country come very ignorant and also very poor, so that they are in a condition to recruit the ranks of pauperism largely, unless they are able to get into agricultural employments, which only a small portion does. The result is evident in the pauperism of large cities. If the infirmaries, hospitals, and asylums of New York, Cincinnati, Saint Louis, and other cities be examined, it will be seen that by far the larger proportion of paupers is in the large towns, and that the larger part of them is foreign-born. Taking the proportions above given, let us examine their relation to the whole population.

	Per cent.
In Connecticut the proportion of foreign-born is.....	21
In Pennsylvania the proportion of foreign-born is.....	15
In Ohio the proportion of foreign-born is.....	14
In Indiana the proportion of foreign-born is.....	8
In Illinois the proportion of foreign-born is.....	20

In the whole United States the proportion is about 12 per cent., but in the South it is much less. In the States from which our tables are taken an average of 16 per cent. is quite enough. We have, then, for a given population, the following results:

Population.....	1,000,000
Paupers.....	8,000
Foreign-born.....	160,000
Foreign-born paupers, (39 per cent.,).....	3,120

Of all foreign-born, there are paupers 2 per cent.

Of the whole population, there are paupers 8 per cent. In other words, the proportion of foreign-born paupers is three times as great as the proportion of natives.

The proportion of native paupers is as follows:

Native population, deducting foreign-born, as above.....	840,000
Native paupers, as above.....	4,880
Proportion to whole population.....	5 per cent.
Proportion of foreign to native paupers.....	4 to 1

The number of colored paupers is not large, (except in the South,) and there is no evidence that they are more inclined to pauperism than the whites. The returns from several of the almshouses and infirmaries show that there is a large share of intemperance; but, as we have remarked in relation to crimes, intemperance is often the consequence as well as the cause of crime and pauperism. It is one of the common sayings of intemperate men, as well as their friends, that "He was unfortunate, and then got to drinking." We must go farther than we have yet been able to do into the origin of cases of pauperism before we can safely pronounce how far intemperance has caused it. We now know that the largest element of character which accompanies pauperism is *ignorance*. The proportions above given are enormous, and should arouse those who seek a broad, popular education to greater zeal and energy.

Although the effect of ignorance in producing crime is very great, yet its effect in producing pauperism is greater. If, then, society has to pay so heavily for keeping a part of its people in ignorance, would it not be wise and prudent to educate them?

The State commissioners of public charities in Illinois report the case so clearly and strongly that we make the following extracts from their report for 1871:

"Ninth. The tendency of education to prevent pauperism is more apparent than its tendency to prevent crime. Estimating the pauper children at one-tenth of the whole number, and leaving them out of calculation, 40 per cent. of the inmates of the almshouses could not write, and 25 per cent. could not even read.

SUGGESTIONS RESPECTING ART-TRAINING IN AMERICAN COLLEGES.

BY M. B. ANDERSON, LL. D., PRESIDENT OF THE ROCHESTER (NEW YORK) UNIVERSITY.

It is the province of an institution for higher education to furnish a course of instruction which shall include the elementary principles of all the great departments of human thought. It should be the aim of such a course to secure the highest culture which the pupil is capable of receiving, and also to make him in some degree familiar with the mental processes of those men who mark in their epochs the culmination of the world's moral and intellectual life.

Upon the principles here stated all courses of study designed for liberal education have been framed. These courses have varied with the intellectual progress of successive ages. The culture of each generation is represented in its curriculum of educational studies. A nation's ideal is shown in what it attempts to do for the young. The more cultivated the people the greater the anxiety manifested to perpetuate the highest types of the present in the generations to come.

ATHENIAN CULTURE.

The Athenians thought it a shame that the free citizen should be ignorant of any one of the forms in which the Greek mind had found expression. Consequently, no great genius among them could fail of a fit audience or due appreciation among the average free-born citizens. All the capacity and achievement of the few were made available for the cultivation of the many.

DEFICIENCIES IN MODERN EDUCATION.

Modern education, especially that of our own country, has strangely neglected some of the noblest forms of human thought. Especially is this statement true in respect to the fine arts. With the exception of the study of elegant literature, very little connected with these arts enters into our course of education. It must be conceded that all literature cast into rhythmical forms, or whose aim it is to address and affect primarily the æsthetic capacity, should be put in the same class with the arts of design. The end of the poem, the novel, and a large proportion of essays and occasional addresses, are designed, in the first instance, to give pleasure, however much of moral effect may be indirectly aimed at.

A KNOWLEDGE OF THE GREAT WORKS OF LITERATURE INDISPENSABLE.

By common consent, the highest forms of æsthetic literature in three or four languages are considered as indispensable elements in every course of education which can claim to be liberal. The essential principles of literary and art criticism are identical. Homer and Shakespeare are artists by the same title as are the world's painters, sculptors, and architects.

LIBERAL CULTURE DEMANDS SIMILAR KNOWLEDGE OF ART.

The study of literature, having been so universally adopted as a means of culture, is itself a concession of the value, and even the necessity, of art-education within a certain narrow range. The value of art-training being conceded in principle, there can be no good reason given for selecting one branch of artistic creation and the exclusion of others, equally elevated, from our courses of liberal study.

Considered as mere knowledge, or as a means of discipline for the mind and character, some degree of attention to art would seem to be almost indispensable. With the exception of literature, already referred to, and some unsystematic attempts in the direction of music, very little has been done in this direction. The young are left in substantial ignorance of whole branches of art-expression and are expected to acquire a knowledge of them by the accidents of general reading, travel, and intermittent observation. Under such conditions, those only who have the strongest natural drift in the direction of æsthetic pursuits are likely to make any definite and thorough acquisitions. Those in whom the æsthetic sense is least developed and who, consequently, most need the elevating and refining influence of art-culture, are likely to obtain little or none of it. Persons whose tastes are severe and critical in literature are often utterly ignorant of all that pertains to the plastic arts.

which, in the end, might make him a critical judge of all the beautiful effects of harmony and contrast in colors. "Chevreul on Color," a work which grew out of a series of lectures to the decorative artists of Paris, who were engaged in the construction of patterns for various kinds of manufactures, is an example of what may be done in this direction.

LAWS OF PERSPECTIVE AND OF ARCHITECTURE.

Some idea of the laws of perspective and shadow might be given in connection with geometry. In the study of statics, examples may be selected from buildings which would show the relations between the solidity demanded by physical laws and the production of the emotion of the beautiful and sublime in architectural construction. In the study of the different branches of natural history, attention might be drawn to the laws of strength, symmetry, and proportion which are everywhere united in animals and plants.

BEAUTY AN EVER-PRESENT ATTRIBUTE OF NATURE.

In the general analysis of natural objects, a competent teacher will the better secure his end if he directs his pupil to the fact that beauty, as well as adjustment of means to ends, pervades all the kingdoms of nature. Instruction in literature is of course largely æsthetic in its character. This will be much more effective when literature is seen to be but part of a grand system of æsthetic creations. When a student has thus been furnished with elementary critical conceptions, and has been made familiar with those faculties in his own mind which render him capable of enjoying the beautiful and the sublime, he has a ground-work of preparation which enables him readily to profit by whatever of instruction in the departments of plastic art he may be able to obtain.

All instruction upon these subjects should of course be accompanied by illustrations addressed to the eye. As the expense of collecting a complete representation of the progress of art through actual masterpieces is beyond the reach of any treasury but that of a nation, we must set aside all hope of seeing such collection in connection with an institution of learning. Indeed, such immense galleries would be more likely to confuse and burden than to assist a young learner. It is, however, comparatively easy to make a collection of illustrations of art which would answer all the purposes which we have in view.

NECESSARY ART-MODELS, CASTS, AND PLANS.

First.—There should be provided a series of models in plaster of Paris and cork, of celebrated monuments of architecture, which should be so selected as to illustrate the development of orders, types, and styles in themselves and in their relation to nations and periods. To these should be added casts of the details of ornament, such as capitals, moldings, and sculpture, whether serious or grotesque. Stained-glass windows could be represented by chromo-lithographs, as also celebrated interiors, with their general decorations in color. In addition to these, models, photographs, and engravings of buildings and their ornaments might be made extremely useful.

Secondly.—For sculpture, a similar collection of casts in plaster of Paris, zinc, or parian would serve to illustrate the progress of the art and represent the masterpieces of different nations and periods. These casts, as in the case of architecture, might be supplemented largely by photographs and engravings.

Thirdly.—To illustrate ceramic art, reproductions of ancient vases of Greek, Etruscan, and oriental origin could be procured at a slight expense. To these might be added photographs and engravings which would give the student a tolerably clear idea of the gradual development of this branch of art, in which the useful and ornamental are brought in so close a connection.

Fourthly.—To represent ancient pictorial art, a collection of engravings and chromo-lithographs of the extant fragments of Greek, Etruscan, and Roman paintings—such, for example, as have been found in Etruscan and Roman tombs, in the baths of Titus, and at Pompeii—might be made available. To these might be added copies of early church mosaics and frescoes, which would illustrate the transition from heathen to Christian art. For this purpose the publications of the Arundel Society would be found trustworthy and valuable.

Fifthly.—For an illustrative art collection, nothing is more valuable than well-selected engravings. Engraving is itself a branch of art, while at the same time it represents the sister arts. The composition, outline, and distribution of light and shade, the general expression of a picture, indeed every thing except color, can be set forth by a skillful engraver. Etchings, of which the early painters were so fond, will give us the autograph expression of an artist's thought. Where the etcher is also the designer, and an artist of reputation, his work will give us a real and trustworthy idea of his genius, and will approach a painting in its value for art-instruction. An etching by Rembrandt, Salvator Rosa, or Waterloo, brings us face to face with the artist's thought.

All the productions of the Greek mind bore a definite relation to each other. They are each part and parcel of a common intellectual, moral, and physical life. He whose knowledge of the Grecian mind is drawn from literature alone, will fail to grasp a well-rounded idea of its many-sided and all-embracing power. The molding influence of the Greek upon the Roman mind is nowhere so conspicuous as in the art-treasures with which the very soil of Rome is filled. The earlier Italian art indigenous to the Etruscan and Roman mind is peculiarly indicative of national character. The introduction of Greek art into Rome after the conquest of Sicily and Greece was both cause and consequence of the wonderful change in the Roman character in the later days of the republic. Greek sculpture changed the religion of Rome, as really as Greek philosophy changed its law when the speculations of the Porch and the Academy replaced the narrow and oppressive technicalities of the Twelve Tables. The gods of Homer and Hesiod were naturalized in Rome by the silent power of plastic art. The arch, and its modification in the dome—the great contribution of the Roman mind to architecture—furnish an index to the movement of Roman influence over the Christian world. This influence determined the distinctive features of Byzantine architecture in the East, and the Romanesque in the North and West. The stiff and angular drawing of the mediæval Greek mosaics, the growth of an age of superstition and decadence, repeats itself in the early religious painting of Italy and Germany, and shows the constant intercourse between the East and the West. The art-remains of the catacombs illustrate the early growth of Christianity, and give indications, by no means unworthy of attention, of doctrinal belief at the period of catacomb construction. The rise of modern Italian art under Giotto and his pupils marks the commencement of the intellectual and moral changes which led the way to modern civilization. All through the creative period of the Italian mind, literature, science, and art received their impulse from similar forces, and each illustrates and completes the conception of the other. Even Dante can not be adequately understood without reference to the art of his time, nor can Italian art since be understood in the largest sense without the study of Dante. "The Last Judgment" seems little else than a portion of the "Inferno," translated into outlines and colors. The semi-heathenism of the Renaissance is as clearly portrayed in art as in the speculations of the Neo-Platonic scholars who graced the symposia of the Medicean court. The architecture of the Middle Ages alone is sufficient to extirpate the vulgar prejudice which assumes that the European mind lay dormant from the downfall of the Roman empire till the revival of learning. There is no monument of human genius more impressive than Strasburg minster, or that vast truncated mountain of arches, buttresses, and spires which rises from the valley of the lower Rhine amid the bustle and traffic of Cologne. The "stone books" sculptured on the cathedral walls of Rheims and Chartres are a more significant type of the nascent social order of mediæval Europe than any of its monuments of literature. The inner life of the Hauge towns—those wonderful outgrowths of civic life, at once so concentrated and so expansive—is nowhere so clearly expressed as in those monumental town halls, whose towers and bells were alike the emblems of municipal sovereignty and the landmarks, amid feudal barbarism, of civil liberty and commercial life. Illustrations of the value of the instruction we advocate crowd upon the attention; but mention has been made of sufficient for our purpose.

ART-TRAINING ECONOMICAL AND FEASIBLE.

The question naturally arises, What will this cost, and how can the result be accomplished? We believe (and we speak from some experience) that useful instruction can be given with a very small collection of illustrations. One thousand dollars, judiciously expended, can be made to accomplish valuable results. Five thousand dollars would purchase a fair collection. Ten thousand dollars (a part expended at once and a part put at interest) would soon meet all the most pressing needs of an institution. Of course such a collection can be profitably enlarged in any direction and to any degree, in proportion to the provision made for it. But public benevolence is not likely to go astray in this direction.

Again, it may be asked, where shall we procure competent teachers? We answer that wherever an endowment for a collection and a lectureship shall be provided there will be no lack of men. If there shall be no fund to pay a special lecturer, there certainly ought to be found in every college faculty one or more capable of giving the very elementary instruction required. If a lecturer, profoundly learned in the subject of art, were endowed, the time for an elaborate and detailed course of lectures could not and ought not to be spared. In this, as in every thing else, we ought to aim at the practicable and possible, and learn not to despise the day of small things.

HOW CERTAIN SCIENCES WERE FIRST TAUGHT IN AN AMERICAN COLLEGE.

Benjamin Silliman began teaching mineralogy and geology with one small box of illustrative specimens, which he was hardly competent to classify. But it was a beginning out of which great things have grown. It is clear that some degree of art-culture is desirable and attainable, and that it may be accomplished by an outlay for illustrations and teaching capacity not beyond the reach of any well-organized institution of learning.



STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

STATISTICAL TABLES.

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ment, attendance, number, and duration of schools, &c.; from replies to inquiries by the
reau of Education.

Public schools— Continued.		Number of pupils in private elementary schools.	Number of schools or school districts.	Average duration of school in months and days.	Number of teachers in public schools.			Average sal- ary of teachers per month.		
Number not registered.	Average total absence.				Male.	Female.	Total.	Male.	Female.	
245,745	279,391	.....	3,321	3 months, 8½ days...	2,318	1,152	3,470	\$42 50	\$42 50	1
74,566	.....	.....	2,534	.....	1,901	401	2,302	.....	.....	2
61,436	72,764	12,991	1,378	6 months, 10 days...	830	1,232	2,052	74 58	60 69	3
11,947	46,024	8,754	1,630	8 months, 12½ days...	699	2,194	2,893	66 56	32 69	4
28,807	.....	.....	402	5 months, 22 days...	.....	.....	.....	.....	.....	5
48,669	.....	.....	331	4½ months	.....	.....	.....	.....	.....	6
387,234	398,227	26,778	1,291	2 months, 15 days...	620	268	882	30 09	30 00	7
229,644	532,894	34,784	11,231	6 months, 27 days...	9,694	11,630	20,924	56 00	39 00	8
172,098	345,248	.....	9,100	5 months, 16 days...	7,430	4,816	12,246	.....	.....	9
124,717	236,219	9,588	8,563	6 months, 14 days...	5,888	9,305	15,193	36 64	29 32	10
59,319	104,444	.....	3,419	5.4 months	1,747	2,048	3,795	40 20	31 50	11
.....	.....	.....	5,381	.....	.....	.....	.....	.....	.....	12
154,790	176,299	.....	640	6 months, 10 days...	865	555	1,420	65 60	65 00	13
100,440	129,155	.....	4,171	10½ days (a)	1,800	4,200	6,000	33 17	14 40	14
160,437	219,685	.....	1,509	9-2-11 months	1,040	1,249	2,269	45 83	45 83	15
5,823	77,233	613,687	5,193	8 months, 28 days...	1,024	7,419	8,443	85 09	32 79	16
108,670	225,026	8,772	5,365	7½ months	3,032	8,610	11,642	49 25	26 75	17
59,668	117,974	5,000	2,933	6 months, 18 days...	1,656	3,056	4,712	37 39	24 57	18
193,076	224,825	6,403	3,450	5 months, 10 days...	2,226	399	2,655	58 90	58 90	19
304,373	447,419	.....	29,298	4½ months	.....	.....	8,816	35 00	35 00	20
22,337	.....	767	1,410	74 days	773	739	1,512	38 50	33 48	21
1,578	2,578	439	76	8 months, 10 days...	29	47	76	116 53	82 73	22
4,092	29,071	.....	2,452	4 months, 4½ days...	585	3,241	3,826	37 56	24 33	23
96,528	179,146	30,166	1,390	8 months, 18 days...	952	1,979	2,931	57 34	32 43	24
474,574	1,009,036	135,433	11,350	35 weeks, 1 day	6,481	21,773	28,254	.....	.....	25
236,917	.....	.....	659	4 months	3,678	1,054	4,732	25 00	20 00	26
364,474	664,736	19,740	14,201	152 days	9,718	12,343	22,061	42 00	29 00	27
.....	.....	.....	.....	18 weeks	.....	.....	.....	50 00	40 00	28
141,440	439,532	8,000	15,999	6 months	7,752	10,615	18,368	41 71	34 60	29
14,280	19,824	8,600	747	34 weeks, 2 days	177	579	756	39 72	30 72	30
133,054	.....	.....	1,919	6 months	1,363	822	2,185	35 00	35 00	31
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32
63,337	109,356	.....	d2,000	.....	.....	.....	2,233	.....	.....	33
14,042	.....	.....	2,501	6 months	671	3,544	4,215	.....	.....	34
243,104	315,104	10,182	3,552	5 months, 15 days...	2,545	1,281	3,826	30 32	28 21	35
90,170	115,413	.....	2,323	3 months, 25 days	1,955	513	2,468	34 05	32 15	36
158,001	.....	17,207	5,031	7 months	2,885	6,283	9,168	.....	.....	37
.....	.....	160	.....	6 months	5	3	8	100 00	75 00	38
4,894	8,624	1,200	189	5 months, 14 days	92	114	206	69 00	54 00	39
1,973	.....	350	83	3½ months	28	84	112	55 00	32 00	40
16,116	20,058	5,882	4	10 months	26	237	263	107 50	70 00	41
462	.....	60	35	5 months, 3 days	26	34	60	162 50	162 50	42
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44
11,745	15,918	.....	208	6 months, 27 days...	197	161	358	.....	.....	45
4,486	.....	.....	222	Less than 6 months	.....	.....	170	f36 00	f30 00	46
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47
.....	.....	.....	g164	.....	.....	.....	.....	.....	.....	48

e Census, 1870.

f With board.

g From Report of Board of Indian Commissioners for 1872.

TABLE II.—Statistics of school systems of the States and Territories, showing the income, expenditure, &c.—Continued.

States and Territories.	Date of report.	EXPENDITURE—Continued.							Amount of permanent school-fund.	
		Current.								Total.
		Salaries of teachers.	Fuel, light, &c.	Rent.	Repairs.	Stationery and school-books.	Miscellaneous.			
Arizona.....	1872	\$3,401 17		\$307 00	\$717 56	\$473 29		\$1,500 00	\$1,529 02	
Colorado.....	1872	94,000 00	\$5,000 00	3,000 00	2,000 00	2,000 00		191,700 00		
Dakota.....	1872	16,325 00	3,075 00	350 00	5,461 00	2,660 00		34,365 00		
District of Columbia.....	1872	160,654 00						479,965 94		\$64,385 00
Idaho.....	1872	14,715 00			109 35			\$103,428 00		
Montana.....								2,395 21		
New Mexico.....										
Utah.....	1871	78,561 53								
Washington.....	1871	28,088 00								
Wyoming.....										
Indian.....										\$127,408 92

i For the year 1871.
 k Including interest on permanent and other funds.
 l Including value of 2,763,072 acres school-lands. Estimated value, one dollar per acre.
 m Estimated.
 n Five counties not included.
 o Not including superintendent's salary.
 p Report of Board of Indian Commissioners for 1872.

TABLE III.—School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education.
 CLASS A.—CONTAINING 10,000 INHABITANTS OR MORE.
 PART I.—Names of superintendents, the population, enrollment and attendance, and statistics of primary and grammar schools.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.						Grammar schools.							
				Teachers.			Pupils.			Teachers.			Pupils.				
				Male.	Female.	Total.	Male.	Female.	Total.	Number.	Male.	Female.	Total.	Male.	Female.	Total.	
1	Alabama	Mobile	E. R. Dickson	15	16	17	18	19	20	21	22	23	24	25	26	27	28
2	Arkansas	Little Rock	J. R. Rightscall	16	8	46	54	1,258	1,736	3,024	4	8	13	21	475	575	1,050
3	California	Oakland	F. M. Campbell	6	1	17	17	660	700	1,360	3	3	3	1	100	140	240
4	do	Sacramento	S. C. Denson	13	26	26	26	506	569	1,145	3	3	3	11	222	290	512
5	do	San Francisco	J. H. Widber	35	24	26	26	295	295	1,965	1	1	11	12	247	293	540
6	do	Stockton	George S. Ladd	24	2	14	16	295	14,060	14,060	12	5	9	7	198	240	4,376
7	Connecticut	Hartford	C. R. Fisher, acting visitor	2	2	137	139	3,203	9,850	6,053	8	7	27	34	363	481	843
8	do	New Haven	Ariel Parish	37	3	43	45	687	772	1,459	9	5	19	24	361	333	714
9	do	Norwich	James Greenwood (c)	12	6	62	62	853	913	1,766	2	1	15	16	582	582	1,164
10	Delaware	Wilmington	David W. Harlan	6	6	6	6	149	164	313	4	1	3	4	61	80	144
11	Dist. of Columbia	Georgetown	J. Ormond Wilson	98	98	98	98	98	98	5,042	22	6	26	32	818	874	1,692
12	Washington	Washington	do	17	9	25	25	684	767	1,471	9	3	19	22	887	893	1,780
13	Georgia	Atlanta	R. Neely	14	22	24	24	643	595	1,238	7	6	1	7	396	381	777
14	do	Augusta	W. H. Baker	6	1	16	17	402	458	860	3	1	17	18	284	216	440
15	do	Savannah	W. B. Powell	34	34	34	34	941	1,242	2,183	5	12	12	12	240	240	480
16	Illinois	Aurora	Samuel D. Gaylord	11	23	23	23	900	923	1,823	19	18	314	333	240	240	480
17	do	Elmhurst	J. E. Roberts	23	35	35	35	900	923	1,823	9	1	9	11	111	123	234
18	do	Chicago	J. E. Dow	8	9	35	38	38	38	900	923	4	4	12	16	111	123
19	do	Galesburgh	T. W. Macfall	9	35	35	35	1,039	931	1,970	2	4	12	16	79	82	161
20	do	Quincy	James H. Bloodzett (d)	34	34	34	34	715	775	1,490	6	1	7	8	125	225	350
21	do	Rockford	James C. Bennett	25	4	36	40	34	34	715	775	1,490	6	1	7	8	125
22	do	Springfield	Alex. M. Gow	40	2	51	56	2,021	1,737	3,758	6	2	6	8	345	334	679
23	Indiana	Evansville	James H. Smart	32	3	33	38	1,145	1,271	2,416	3	9	9	9	146	164	314
24	do	Fort Wayne	A. C. Shorthridge	66	66	66	66	1,945	2,211	4,156	41	4	37	41	1,018	1,120	2,197
25	do	Indianapolis	J. T. Merrick	25	2	25	25	694	611	1,305	8	6	8	8	196	203	399
26	do	La Fayette	Charles E. Emmerick	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	do	Madison	George Lyman, secretary board of education	42	4	36	42	845	886	1,731	3	3	3	3	80	90	150
28	do	New Albany		42	4	36	42	845	886	1,731	3	3	3	3	80	90	150

TABLE III.—CLASS A.—PART 1.—School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education—Continued.

Number	State.	Name of city.	Name of superintendent.	Primary schools.						Grammar schools.							
				Teachers.			Pupils.			Teachers.			Pupils.				
				Number of	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
88	New York	Cohoes†	M. Hubbard, president board of education.														
89	do	Elmira†	H. H. Rockwell, secretary board of education.														
90	do	Lockport	James Ferguson	6	26	36	36	578	511	1,089	1	6	6	122	150	972	
91	do	Newburgh	H. A. Jones	6	25	35	35			1,087	5	5	9	14		375	
92	do	New York	Henry Kiddle	94	1,307	1,207	2,514	32,094	30,326	64,480	69	168	211	969	14,502	16,707	35,209
93	do	Ogdensburg†	R. B. Lowry														
94	do	Oswego	B. C. Douglas	11	32	32	32	1,123	1,059	2,182	9	2	38	40	1,133	1,035	2,168
95	do	Poughkeepsie	Richard Brittain, clerk school board	11	28	35	36	659	542	1,201	2	2	6	6	3,379	5,508	8,887
96	do	Rockster	S. A. Ellis	7	15	15	12	458	350	808	1	3	4	32	64	96	
97	do	Rome	O. C. Harrington	12	12	12	12	333	340	673	10	13	13	13	300	303	603
98	do	Schenectady	S. E. Howe	428	140	140	140			4,394	6	5	15	20	472	1,042	1,504
99	do	Troy	Edward Smith	28	3	93	96	2,745	2,046	4,791	6	11	25	36	672	1,009	1,526
100	do	Utica	David Beattie	14	16	16	16	1,133	1,059	2,192	13	21	21	21	647	1,098	1,524
101	do	Akron	Andrew McMillan	10	10	10	10	446	410	856	5	5	10	10	1,718	1,524	3,142
102	Ohio	Cincinnati	Sammuel Findley	925	51	325	376	8,522	7,520	16,042	74	29	55	84	1,718	1,524	3,142
103	do	Cincinnati	John Hancock	616	9	190	199	4,258	4,083	8,341	4	4	23	27	640	650	1,290
104	do	Cleveland	Andrew J. Rickoff	71	3	68	71	1,360	1,234	2,594	2	3	25	28	405	431	836
105	do	Columbus	R. W. Stevenson	7	7	7	7	1,300	1,240	2,540	3	3	25	28	405	431	836
106	do	Dayton	Warren Higby	64	17	47	64	518	632	1,150	3	3	25	28	405	431	836
107	do	Hamilton	Abston Ellis	21	21	21	21	472	412	884	2	2	6	6	182	212	414
108	do	Portsmouth	J. F. Lukens	19	9	22	24	922	929	1,851	3	3	6	6	182	212	414
109	do	Sandusky	F. T. Carran	5	31	31	31	962	929	1,891	4	4	6	6	182	212	414
110	do	Springfield	G. H. Evans	761	8	55	63	2,062	2,034	4,096	17	3	25	28	512	584	1,096
111	do	Toledo	D. F. De Wolf	27	27	27	27	1,183	1,111	2,294	11	11	11	11	1,060	1,135	2,201
112	do	Zanesville	Alva T. Wilco	29	41	41	41	1,493	1,369	2,862	28	13	33	33	610	610	1,220
113	Pennsylvania	Allentown*	A. T. Burchell, county sup't.	20	20	20	20	1,085	1,085	2,170	4	4	4	4	85	74	159
114	do	Allentown	R. K. Burchell.	19	9	21	25	560	615	1,175	4	4	4	4	85	74	159
115	do	Altoona*	John Miller	30	30	30	30	741	761	1,502	16	16	16	16	220	271	491
116	do	Erie	H. S. Jones	34	10	30	40	849	858	1,687	15	8	11	19	307	282	560
117	do	Harrisburgh	D. S. Burns	34	10	30	40	849	858	1,687	15	8	11	19	307	282	560
118	do	Norristown	Joseph K. Getzels, borough sup't.	11	11	11	11	568	635	1,203	8	8	8	8	156	182	338

TABLE III.—CLASS A.—PART 1.—School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.				Grammar schools.									
				Number of	Teachers.	Pupils.	Total	Number of	Teachers.	Pupils.	Total						
				15	16	17	18	19	20	21	22	23	24	25	26	27	28
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
119	Pennsylvania	Philadelphia	H. W. Halliwell, secretary school board	4295				30,393	30,477	60,872	58				6,357	6,870	13,227
120	do	Pittsburgh	George J. Luncey		151	151	151	3,104	3,103	6,207		2	41	43	536	594	1,130
121	do	Reading	Thomas Severn	94	94	94	94	1,838	1,831	3,650	11	11	11	11	179	188	367
122	do	Williamsport	M. U. Norton	19	19	19	19	549	551	1,010	25	25	25	25	417	553	973
123	do	York	W. H. Stolley	427	5	26	31	794	851	1,625	2	1	1	2	61	54	115
124	Rhode Island	Newport	Augustus D. Small	13	13	13	13	366	379	685	416	2	14	16	346	398	744
125	do	Newvidence	Daniel Leach	(h)	132	132	132					7	60	67	4,622	5,050	9,672
126	do	Warwick	Ira O. Scamms, town supt	8			8	128	175	303	8	5	3	8	85	110	205
127	do	Woonsocket	Charles J. White	14	16	16	16	417	364	801	3	3	1	4	85	78	173
128	South Carolina	Charleston	E. Montague Grimké	3	30	30	30	327	655	1,182	5	3	34	37	500	551	1,051
129	Tennessee	Memphis	H. C. Slaughter	43	4	39	43	980	1,015	2,055	10	6	4	10	303	137	460
130	do	Nashville	S. Y. Caldwell	21	2	37	39	878	827	1,705	8	4	15	19	280	328	538
131	Texas	Sun Antonio	Gerhart Davenport	91	5	13	18	492	385	877							
132	Vermont	Burlington	Rev. A. J. Willard	15	15	15	15	383	328	731	3	3	3	3			107
133	Virginia	Alexandria	Richard L. Carne	6	4	12	16	468	414	852							
134	do	Norfolk	W. W. Lamb	66	4	20	24	438	491	852							
135	do	Petersburgh	Sidney H. Owens (r)	67	1	21	22	517	491	1,008							
136	do	Portsmouth	James F. Crooker	95	4	9	13	800	495	1,295							
137	do	Richmond	J. H. Binford	58	4	54	58	1,100	1,300	2,400	28	6	22	28	500	700	1,200
138	West Virginia	Wheeling	F. S. Williams	9	4	50	54	1,186	1,108	2,374	7	6	8	14	151	145	296
139	Wisconsin	Fond du Lac	A. C. Barry	42	1	41	42										
140	do	Milwaukee	F. C. Law														
141	do	Oshkosh	L. B. Dale	26	12	12	12	410	430	840	4	2	7	9	175	200	375

i The State enumeration includes all between 4 and 21 years; the city ordinance excludes all below 5 years.
 j The number over 15 years of age.
 k Exclusive of evening and normal schools.
 l For summer and winter schools.
 m This enumeration includes all between 5 and 18 years; the school board excludes all below 6 years.
 n Exclusive of evening schools.
 o Includes grammar schools.
 p The number under 5 years.
 q Not graded but divided into three classes.
 r Also principal of high school, with salary of \$1,500.
 s 3,431 are between 4 and 7 years; 451 between 15 and 20 years; and 7,318 between 7 and 15 years.
 t Includes pupils in primary schools.

inquiries by the United States Bureau of Education—Continued.

HABITANTS OR MORE—Continued.

and other schools, and grand total of schools.

Ungraded and other schools.			City normal schools.						Grand total.						Number.							
Teachers.			Pupils.			Teachers.			Pupils.			No. of schools of every kind.	Teachers.			Pupils.						
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.		Total.	Male.	Female.	Total.			
43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	1	
														23	18	63	81	1860	2467	4327	1	
														10	5	18	23	778	872	1650	2	
														617	6	35	41	844	931	1775	3	
2	1	1	2	69	43	112								57	6	38	44			2526	4	
															10	19	29	834	925	1759	5	
														13	18	125					6	
							2							46	18	109	187	3766	3436	7202	7	
														19	8	61	69	1048	1125	2173	8	
							1	2		2			48	19	7	88	95			3788	9	
														10	1	9	10	213	244	457	10	
														130	10	128	138	3313	3421	6734	12	
														9	9	43	52	1386	1456	2842	13	
1	2	5	7	200	100	300	1	1		1	16	14	30	26	11	13	24	1255	1090	2345	14	
														24	11	32	43	904	1046	1950	15	
														11	4	35	39	918	1029	1947	16	
														40	2	51	53	1302	1701	3033	17	
							1	1	3	4			63	32	29	445	474			24539	18	
														20	36	56	1334	1487			2821	19
														(a)	5	49	54				2106	20
														13	4	44	48	1229	1132	2361	21	
														42	4	44	48	802	1108	2000	22	
														6	5	39	44				1750	23
														49	9	64	73	2431	2162	4593	24	
							1		3	3			10	37	5	50	55	1324	1506	2830	25	
							1		2	2			16	125	11	114	125	3350	3567	6917	26	
5	6	8	14	200	300	600								43	15	41	56	1323	1199	2522	27	
10	4	15	19	415	479	894								5	5	47	52	1317	1445	2768	28	
8	14	14	28	403	454	857								55	23	55	78			2562	29	
														45	11	43	54				2212	30
														10	10	25	35	770	869	1639	31	
														5	13	18	390	447			837	32
							1		2	2			5	54	16	59	75	1266	1162	2428	33	
							1	2	2	4				22	4	20	24				1018	34
														16	7	57	64	997	1120	2117	35	
														29	9	29	38				2169	36
														34	2	35	37	1857	1871	3728	37	
														44	4	43	47					38
														21	42	223	265				10174	39
														31	3	33	36				1490	40
														67	25	350	375	8373	8769	11616	41	
														53	3	70	73				2664	42
														35	12	27	30	522	523	1045	43	
							1		1	1			10	44	3	54	57				2000	44
														21	9	91	100	2494	1819	4313	45	
														121	74	515	589	12391	12479	24870	46	
1	2	1	3			80	1	1	3	4			50	390	150	832	1002	19212	16588	38272	47	
							1		2	2			16	35	20	166	186				6909	48
														54	16	109	125				5069	49
														14	6	62	68	1419	1651	3070	50	
														62	10	89	99	2232	2045	4277	51	
														47	4	48	52	1038	1073	2111	52	
														58	6	70	76	1640	1694	3334	53	
														61	13	102	115	2258	1919	4177	54	
8	4	10	14			394								104	18	142	160				5342	55
1	2	2	4	30	38	68	1		5	5			12	26	9	84	93	1526	1682	3208	56	
1	1	2	3	33	48	81								25	7	45	52				1568	57
														19	7	69	76	2917	1948	3265	58	
														51	10	109	119				3578	59
1	1	2	3	26	30	56								960	7	62	69	1882	1870	3752	60	
6	6	8	14	290	261	551			6	6	106	120	226	133	16	152	168	3412	3094	6506	61	
														161	6	173	179	4023	4046	8069	62	
														31	4	38	34	807	821	1628	63	
														50	6	51	57	1065	1055	2060	64	
														14	6	34	40				2000	65
														36	4	33	37	887	896	1783	66	

replies to inquiries by the United States Bureau of Education—Continued.

Ungraded and other schools.						City normal schools.						Grand total.						Number.				
Teachers.			Pupils.			Teachers.			Pupils.			No. of schools of every kind.	Teachers.			Pupils.						
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.		Total.			
43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	1	
														47	9	51	60				3300	67
														7	1	24	25				1035	68
														11	15	42	57	1171	1148		23	69
														40	5	36	41	745	852		1507	70
A73	109	94	213	8412	8233	16645	1	2	6	8				167	170	748	918	24580	22088	46668	71	
														30	9	25	34	868	832		1700	72
														25	1	29	30	613	682		11295	73
														45	10	69	79	1236	1253	24489	74	
														25	2	39	41				1495	75
														7	7	65	72	1389	1520		2909	76
														7	4	47	51	885	985		1870	77
								1	8					25	12	188	200				8455	78
								1	4	1	5	3	126	40	49	184	233	5276	5887		11163	79
								1	2	1	3			32	1	31	32	624	708		1382	80
								1	2	1	3			23	7	80	87	1946	1904		3850	81
														43	8	35	43	1026	1114		2140	82
														22	26	117	143				6179	83
														10	5	46	51	961	899		1860	84
														6	6	39	45	771	810		1581	85
														64	58	1067	1125				3060	86
														60	47	354	401				13178	87
														5	3	22	25				1878	88
6							1							31	6	50	56				2295	89
														13	3	37	40	786	751		1537	90
														48	9	36	45				1646	91
48	15	151	166	5636	5603	11229	2	6	22	28				262	382	2392	2774	71465	60539	132004	92	
														9	9	27	36				1173	93
														23	4	74	78	2609	2196	m4805	94	
														14	2	42	44				1671	95
														20	14	136	150	4106	6218		10324	96
														7	2	23	25	488	481		969	97
														23	2	30	32	678	698		1376	98
														35	10	160	170				5253	99
3	8	9	17	250	250	500								41	28	142	170	3798	4404		8202	100
7	8	10	18	500	600	1100								637	14	73	87	2639	2653		5292	101
														22	22	29	29	671	704		1375	102
								1	1	4	5			41	103	406	509	11727	9731		21458	103
														19	15	187	202	4400	4232		8632	104
														105	10	95	105	1968	1991		3959	105
								1		2	2			16	77	93	1977	1835		3812	106	
														5	8	20	28	537	663		1200	107
														30	3	28	31	678	689		1367	108
														22	5	26	31	694	709		1403	109
														4	36	40	1011	1050		2067	110	
6	5	14	19	604	852	1456								d86	19	100	119	3853	4170		8023	111
														40	1	40	41				1698	112
																						113
														51	15	39	54	1718	1529		3247	114
														24	7	23	30	600	800		1400	115
														49	5	48	53	1069	1085		2154	116
														51	19	54	73	1173	1166		2339	117
														p31	1	30	31	1631	1076		2127	118
														q388	79	1505	1584	41925	42075		84000	119
														82	39	199	238	3853	3940		7683	120
														113	4	109	113	2095	2154		4249	121
														47	10	37	47	984	1066		2050	122
														30	8	28	36				1643	123
														32	6	33	39	781	805		1586	124
														32	319	351	5642	6271		11793	125	
														r26	7	20	27				1184	126
														7	18	25	628				585	127
														8	3	64	67				2103	128
														55	12	44	56	1320	1279		2599	129
														36	16	68	84	1445	1567		3012	130
														5	5	13	18	492	385		877	131
														20	3	19	22				1509	132
														6	4	12	16	383	328		711	133

replies to inquiries by the United States Bureau of Education—Continued.

Ungraded and other schools.						City normal schools.						Grand total.						Number.				
Teachers.			Pupils.			Teachers.			Pupils.			No. of schools of every kind.	Teachers.			Pupils.						
Number of.	Male.	Female.	Total.	Male.	Female.	Total.	Number of.	Male.	Female.	Total.	Male.		Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	
	43	44	45	46	47	48	49	50	51	52	53		54	55	56	57	58		59	60	61	62	63	1
.....	6	4	20	24	438	414	852	134
.....	2	24	26	675	647	1322	135	
.....	5	4	9	13	.....	.....	736	136
.....	86	10	76	86	1700	1900	3600	137
.....	16	10	58	68	1337	1253	2590	138
.....	47	3	47	50	.....	.....	3020	139
.....	146	.....	.....	.....	7350	140
.....	33	6	27	33	864	862	1716	141

- i A Saturday school for teachers.
- j Albany Free Academy.
- k Including one arithmetic school.
- l Called an advanced school.
- m Including 1 free academy.
- n Including 9 secondary schools.
- o Including 33 consolidated schools comprising all grades, not including evening schools.
- p Including 8 mixed and 2 intermediate schools.

STATISTICAL TABLES.

36	Kans.	Leavenworth.....	7,737 84	181,935 52	50,583 35	8,784 38	106,585 42
37	Ky.	Covington *.....	15,342 23	20 00	14,300 00	4,632 41	51,540 65
38	Ky.	Louisville *.....	78,007 53	6,461 00	27,823 38	2,809 71	963,763 22
39	Ky.	Newport.....	13,561 10				32,994 88
40	Me.	New Orleans *.....			1,541 42		376,710 05
41	Me.	Bangor.....	427 00		30,000 00		36,427 00
42	Me.	Biddeford.....	1,304 23	20 00	14,300 00		10,242 45
43	Me.	Lewiston.....	600 00		38,837 82		37,437 92
44	Me.	Portland.....	903 47		64,730 00		63,633 47
45	Me.	Bathmore.....	136,539 43	53,177 26	313,533 38	126 66	304,110 73
46	Mass.	Boston.....	9,363 24		1,304,900 00		1,213,863 24
47	Mass.	Charlestown.....	2,310 29		547,790 01	894 38	230,901 28
48	Mass.	Cambridge.....	1,316 02	336 00	126,825 00		128,477 02
49	Mass.	Chelsea.....	871 45		61,300 31		62,461 76
50	Mass.	Fall River.....	1,265 90		51,000 00	85 00	54,265 90
51	Mass.	Haverhill *.....	1,404 02		34,000 00		42,269 42
52	Mass.	Lawrence.....	1,823 64		67,966 81	267 60	70,793 33
53	Mass.	Lowell.....	1,686 07		71,998 72		91,684 79
54	Mass.	Lynn.....	1,855 70		69,222 23		73,077 95
55	Mass.	New Bedford.....	1,563 32	3,000 00	26,000 00		27,490 60
56	Mass.	Newburyport.....	590 60	285 50	88,000 00	1,271 27	89,261 00
57	Mass.	Salem.....	1,961 00		37,000 00	96 35	37,867 18
58	Mass.	Springfield.....	1,770 83		174,150 00		183,436 75
59	Mass.	Taunton.....	1,894 99		11,116 00		172,316 00
60	Mass.	Worcester.....	13,200 00		46,598 06	44,000 00	50,943 03
61	Mich.	Detroit.....	1,480 80	146 65	52,509 50	3,509 57	81,520 20
62	Mich.	East Saginaw.....	2,509 92		25,425 31		25,425 31
63	Mich.	Grand Rapids.....	950 40	736 50	20,310 53		25,259 88
64	Mich.	Jackson.....	2,968 91	101 50	53,169 16	7,175 00	72,992 14
65	Minn.	Minneapolis.....	60,342 93		27,632 11	50 96	30,097 58
66	Mo.	Hannibal.....	62,444 51		54,049 10	28,902 22	94,249 77
67	Mo.	Kansas City.....	4,858 58		34,939 74	8,371 79	48,540 04
68	Mo.	Saint Joseph.....	3,200 50		605,850 00		759,023 00
69	Mo.	Saint Louis.....	65,296 00	51,378 00	54,449 72	83 10	70,417 16
70	Neb.	Omaha.....	10,214 07		17,630 00	112 85	17,772 78
71	N.H.	Concord.....			43,000 00		47,282 75
72	N.H.	Manchester.....			19,702 50	1,249 20	26,943 66
73	N.H.	Nashua *.....	2,262 75		46,245 97		89,678 52
74	N.J.	Camden.....	6,011 87		36,423 06		37,540 00
75	N.J.	Hoboken *.....	10,578 64		143,474 37		261,000 00
76	N.J.	Jersey City.....	60,883 91	204 00	43,100 00	9,730 25	163,782 46
77	N.J.	Newark.....	1,667 00		12,673 15	40 00	33,495 75
78	N.J.	New Brunswick.....	106,797 00		53,106 55		62,085 00
79	N.J.	Paterson.....	3,793 45		143,730 00		317,377 13
80	N.J.	Trenton.....	31,472 04		26,000 00		46,936 16
81	N.Y.	Trenton.....	35,246 42		511,709 04	25,400 00	62,830 42
82	N.Y.	Albany *.....	9,454 53				1,149,646 42
83	N.Y.	Auburn.....	6,839 42				
84	N.Y.	Binghamton.....	205,335 50	24,024 35			
85	N.Y.	Brooklyn.....	66,224 53				
86	N.Y.	Buffalo.....	102,247 33				

b From State and county fund.

c From local fund and taxation.

* From last report.

124	R. I.	Providence.....	90,300 00	.....	.....	128,100 00	8,800 00	157,900 00
125	R. I.	Warwick.....	4,104 82	.....	.....	13,345 60	.....	9,408 65
126	R. I.	Woonsocket.....	4,045 37	.....	.....	13,073 62	760 04	17,819 03
127	S. C.	Charleston.....	.....	.....	.....	34,550 00	3,263 05	37,813 05
128	Tenn.	Memphis.....	.....	.....	.....	61,543 93	906 75	62,450 68
129	Tenn.	Nashville.....	.....	.....	22,461 40	.....	.....	56,329 56
130	Tenn.	San Antonio.....	.....	.....	.....	.....	.....	.....
131	Vt.	Durham.....	569 65	.....	.....	10,862 10	1,048 17	12,668 65
132	Vt.	Alexandria.....	39 81	.....	.....	11,374 81	1,040 00	23,749 62
133	Va.	Norfolk.....	.....	.....	.....	.....	.....	10,713 26
134	Va.	Petersburgh.....	.....	.....	.....	.....	.....	18,239 82
135	Va.	Portsmouth.....	.....	.....	.....	.....	.....	9,861 24
136	W. Va.	Richmond.....	.....	.....	.....	.....	.....	107,301 95
137	W. Va.	Wheeling.....	.....	.....	.....	.....	.....	37,931 56
138	Wis.	Fond du Lac.....	7,614 00	.....	.....	46,869 98	.....	34,863 00
139	Wis.	Milwaukee.....	34,928 85	.....	.....	53,068 00	.....	157,437 08
140	Wis.	Oshkosh.....	21,346 00	.....	.....	.....	.....	53,340 00

* From last report.

† From the last report of the State superintendent.

35	Iowa.....	115,000 00	920 00	1,800 00	21,006 25	1,053 60	4,944 92	901 78	144,346 73
36	Kans.....	4,157 42	250 00	3,810 83	24,229 53	1,093 03	581 08	2,138 00	80,275 09
37	Ky.....	2,500 00	250 00	1,860 00	25,033 25	8,040 97	1,402 12	150 00	51,580 00
38	Ky.....	45,133 70	200 00	4,000 00	164,263 39	6,818 49	11,492 12	30,632 17	262,344 49
39	Ky.....	5,806 37	200 00	1,800 00	16,315 00	618 49	1,402 12	1,317 58	26,457 44
40	La.....				293,927 63	30,803 13	25,004 60	200 00	378,716 00
41	Me.....	6,700 00	25 00	1,000 00	24,944 00	2,500 00	6,500 00	200 00	34,841 00
42	Me.....	2,500 00	800 00	1,500 00	11,388 00	3,463 71	1,000 00	149 49	50,842 40
43	Me.....	9,000 00	800 00	2,150 00	23,000 00	3,463 71	2,716 43	1,354 16	39,437 92
44	Me.....	30,935 20	800 00	4,300 00	52,125 00	2,500 00	5,096 37	1,506 63	64,378 44
45	Me.....	497,600 08	237 72	3,000 00	372,204 75	11,508 32	34,036 12	38,431 87	535,905 34
46	Mass.....	110,555 21	237 72	3,000 00	863,638 81	6,503 98	8,760 30	2,970 50	1,314,369 33
47	Mass.....	33,631 07		3,000 00	91,882 53	4,213 00	7,300 00	2,078 78	250,901 28
48	Mass.....	2,000 00		2,000 00	45,038 90	3,379 85	3,757 27	1,915 50	143,003 38
49	Mass.....	89,154 89	400 00	500 00	44,412 46	2,696 00	3,757 27	3,437 09	62,461 76
50	Mass.....	15,301 22	93 51	1,750 00	28,500 00	2,000 00	3,000 00	300 00	145,477 80
51	Mass.....	12,966 89		2,000 00	43,295 05	8,598 82	4,383 75	607 05	71,905 04
52	Mass.....	21,117 02		2,000 00	70,151 68	2,921 07	4,375 13	4,411 58	93,359 58
53	Mass.....	150,000 00		2,000 00	57,950 42	2,270 74	1,970 28	1,358 63	222,199 34
54	Mass.....				51,462 60				62,688 25
55	Mass.....				46,334 81	7,968 27	3,315 75	1,795 37	27,000 00
56	Mass.....	12,811 40		1,250 00	70,548 00	10,877 00	4,100 00	4,100 00	150,005 00
57	Mass.....	61,000 00		2,000 00	32,813 38	4,514 20	2,500 00	2,500 00	42,627 58
58	Mass.....				95,009 98	13,228 90	13,910 05	2,121 62	183,436 75
59	Mass.....	40,150 00		4,900 00	88,000 00	100 00	4,000 00	5,500 00	172,200 00
60	Mass.....	40,000 00		3,900 00	15,650 88	6,288 79	1,137 15	1,189 13	46,375 39
61	Mich.....	19,455 13		2,400 00	21,483 94	11,968 09	539 62	223 61	81,468 99
62	Mich.....	28,400 41		2,250 00	17,578 75	3,428 13	438 65	296 54	10,818 57
63	Mich.....				13,212 50		1,177 92	2,285 12	63,863 94
64	Mich.....	4,500 56		625 00	35,035 16	466 66	2,853 11	2,965 19	57,145 94
65	Minn.....	9,092 90		2,000 00	29,370 00	431 00	900 25	797 86	62,831 82
66	Mo.....	15,573 86		2,000 00	430,529 00	16,582 00	89,206 00	2,30 30	34,930 55
67	Mo.....				27,950 00	1,410 80	1,119 97	10,553 00	720,323 00
68	Mo.....	191,994 00		2,400 00	13,439 00	1,223 62	1,066 68	2,033 59	74,940 82
69	Mo.....	39,550 16		1,800 00	33,831 84	2,940 84	3,758 41	340 34	17,764 89
70	Neb.....	26,108 54		1,200 00	15,501 18		5,037 83	4,241 82	73,821 79
71	N H.....	30,000 00		1,800 00	36,225 00		5,287 36	303 66	261,943 66
72	N H.....	15,351 17		1,800 00	94,910 80	1,773 25	10,760 20	8,272 73	78,062 31
73	N H.....				172,000 00				175,000 00
74	N J.....				121,940 93	19,256 25	8,877 93	6,004 58	248,844 96
75	N J.....								
76	N J.....								
77	N J.....	87,451 27		3,500 00		630 00			

* From last report.
 † For new furniture.
 ‡ Including all salaries.
 § Including repairs.
 ¶ Including \$3,170.29 for colored schools.
 †† Including \$127,183.94 for colored schools.
 ‡‡ For six months only.
 §§ Including salaries of transient officers and officers of school committees.
 ¶¶ Including repairs and stationery.
 ††† Including libraries and apparatus.
 ‡‡‡ Only \$224.10 of this sum is for fuel and lights.
 §§§ For repairs and furniture.
 ¶¶¶ Including supplies.
 †††† Including salaries of transient officers and officers of school committees.

112 Pa.	30,400 42	92,117 50	5,863 78	1,031 92	183 34	10 30	93,964 03	70,002 62
113 Pa.	20,865 53	11,716 40	1,228 65	145 29	2,535 70	64 00	.....	24,343 92
114 Pa.	21,867 00	22,748 40	3,707 75	705 75	6,001 50	84 00	.....	62,008 70
115 Pa.	43,868 00	41,773 17	1,433 07	1,115 00	2,302 50	488 17	.....	103,621 36
116 Pa.	10,330 69	13,352 75	78,472 07	.....	2,302 50	.....	.....	34,544 11
117 Pa.	302,614 47	160,501 47	.....	.....	7,200 00	1,500 00	93,964 03	559,252 97
118 Pa.	22,000 00	34,304 00	4,406 00	450 00	4,500 00	.....	.....	71,354 00
119 Pa.	.....	25,123 78	3,310 61	650 00	4,500 00	2,737 50	.....	37,761 98
120 Pa.	.....	11,858 37	763 51	1,096 60	.....	904 51	.....	16,371 90
121 Pa.	801 65	17,650 00	6,350 70	75 00	1,945 43	579 30	.....	27,252 90
122 R. I.	.....	.....	.....	.....	.....	.....	.....	.....
123 R. I.	.....	.....	.....	.....	.....	.....	.....	.....
124 R. I.	.....	6,509 81	513 39	.....	.....	.....	.....	9,223 10
125 R. I.	.....	.....	.....	.....	.....	.....	.....	18,034 99
126 S. C.	950 00	17,228 55	1,912 70	1,068 08	637 30	3,699 00	.....	26,865 99
127 Tenn.	50,000 00	38,411 80	884 40	3,132 66	2,075 84	948 40	2,150 00	54,858 65
128 Tenn.	.....	41,670 00	1,245 34	600 00	2,453 25	1,200 26	.....	49,568 85
129 Tex.	.....	.....	.....	.....	.....	.....	.....	.....
130 Vt.	.....	.....	.....	.....	.....	.....	.....	.....
131 Va.	.....	7,015 00	930 00	1,239 06	50 00	53 04	.....	9,562 18
132 Va.	.....	12,600 00	.....	.....	.....	273 31	.....	16,715 26
133 Va.	.....	13,013 60	.....	.....	.....	2,201 11	.....	18,180 83
134 Va.	.....	5,132 69	304 00	450 00	1,000 00	302 00	.....	8,038 09
135 Va.	43,950 32	41,220 09	4,100 00	2,500 00	1,941 61	1,650 00	.....	102,362 02
136 W. Va.	74,823 18	31,227 70	4,270 12	492 25	1,960 07	7718 43	6,342 38	51,211 36
137 Wis.	65,000 00	18,371 00	46,256 00	.....	.....	2,172 00	.....	92,569 00
138 Wis.	.....	89,768 22	6,742 52	.....	1,787 59	77 00	9,063 15	100,438 48
139 Wis.	3,000 00	20,500 00	1,000 00	.....	1,200 00	.....	.....	26,300 00

* Including insurance.
 † Including salaries of clerk of board and of librarian.
 ‡ Including stationery.
 § Including salary of clerk of the board.

r Including furniture.
 s Including printing.
 t Including rents and repairs.

inquiries by the United States Bureau of Education—Continued.

HABITANTS OR MORE—Continued.

of instruction in drawing, music, foreign languages, &c.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
89	90	91	92	93	94	95	96	97	98	1
\$75 00	\$75 00									1
120 00										2
150 00										3
				\$90 00	\$100 00					4
150 00	\$125 00	\$50 00	\$50 00							5
125 00										6
										7
183 33	58 33 to 83 33									8
										9
										10
										11
										12
125 00 to 100 00	75 00 to 100 00									13
										14
	58 33									15
										16
100 00 150 00 to 183 33 45 83	70 00 83 33					\$208 00			\$83 00 to 100 00	17
										18
	45 83									19
										20
	33 33 to 83 33									21
83 33	66 66	40 00	\$30 00							22
	to 54 16									23
66 66	41 08 to 66 66									24
										25
	58 33 to 66 66									26
100 00 to 125 00	75 00	40 00 to 50 00	30 00				\$100 00 100 00		66 66 58 00	27
										28
	60 00		40 00	75 00	50 00					29

replies to inquiries by the United States Bureau of Education—Continued.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
89	90	91	92	93	94	95	96	97	98	1
\$54 16 to 66 66										30
83 33	\$41 66 to 50 00									31
69 50	58 33									32
91 66	54 16									33
	50 00									34
	58 33									35
										36
										37
										38
										39
	39 58 to 66 66									40
	33 33									41
							\$50 00			42
										43
91 66	49 00									44
166 66	75 00									45
to 183 33	84 00									
200 00	83 33					\$333 33			\$66 66 to 83 33	46
to 250 00	150 00								66 66	47
166 66	66 66						83 33			
to 203 33	88 33									48
166 66	58 33									
to 183 33	83 33									49
125 00	75 00									50
	58 33									51
100 00	62 50 to 75 00									52
141 66	54 16									53
to 166 66	58 33									
141 66	66 66			\$125 00 to 158 33	\$41 66 to 66 66					54
133 33	54 16			to 275 00			66 66		41 66	55
	to 83 33									
	50 00									56
108 33	54 16	\$50 00	\$30 00 to 40 00							57
108 33	58 33									58
to 166 66										
83 33	62 50			125 00	25 00 to 83 33					59
83 33	75 00									60
to 203 33	83 33									
100 00	41 66									61
	to 83 33									
	66 66									62

replics to inquiries by the United States Bureau of Education—Continued.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
89	90	91	92	93	94	95	96	97	98	
	\$50 00 to 66 66									63
\$125 00	37 50									64
	50 00									65
83 33	58 33									66
	41 66 to 54 16									67
125 00 66 66	62 50 75 00									68 69
100 00 166 66	116 66			\$50 00 to 208 33	\$16 66 to 83 33	\$250 00			\$75 00 to 116 66	70 71
62 50										72
	54 16 to 66 66									73
	33 33 to 66 66									74 75
										76 77
100 00 to 150 00	58 33 to 75 00	\$50 00	\$40 00			\$50 00				78
83 33	41 66 to 125 00					\$20 83		\$16 66	\$16 66	79
	45 83									80
										81 82 83
50 00	50 00									84
83 33	41 66 to 58 33									85
										86
66 66 to 125 00	54 16 to 125 00									87 88 89
80 00 to 91 66	37 50 to 50 00									

(a) This is a Saturday school for teachers.

replies to inquiries by the United States Bureau of Education—Continued.

105	106	107	108	109	110	1
Is instrumental music taught?	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.	
No.		High and grammar		High and grammar		1
No.		High and grammar	95	High and grammar	18	2
No.		All	370	High and grammar	169	3
No.		High and grammar	100	High and cosmopolitan		4
No.		High, grammar, and primary	4,431	High, grammar, and primary	2,918	5
No.						6
No.		High and 2 grammar	240	High		7
No.		High and 1 special	200	High	30	8
No.						9
No.						10
No.		Grammar	190			11
No.		High and grammar	100	High	150	12
No.						13
No.		High		High	200	14
No.		High and grammar	168			15
No.		High and grammar	400	High	6	16
No.		High and grammar	4,533	High	54	17
No.		One	40	High		18
No.						19
No.		All	300			20
No.		High	20			21
No.						22
No.		High and grammar	495			23
No.		High and German	316	High	15	24
No.		High and district	642			25
No.						26
No.		In all	250			27
No.						28
No.		High and grammar	340			29
No.		High	107			30
No.		High	35			31
No.						32
No.		High	50			33
No.						34
No.		1st grade	36	1st grade	4	35
No.						36
No.			411			37
No.						38
No.		High		High		39
No.				One	25	40
No.				High	80	41
No.				High	80	42
No.				High		43
No.				Female high		44
No.		High	310	High	1,402	45
No.				High	290	46
No.				High		47
No.				High		48
No.				High		49
No.				High		50
No.						51
No.		High		High	50	52
No.		Corporate	22	High and corporate	125	53
No.				High	186	54
No.				High	40	55
No.		High	11	High	59	56
No.				High	20	57
No.				High	28	58
No.				High	70	59
No.		High	50	High	50	60
No.		All	420	High	7	61
No.			25		30	62
No.		High and grammar	40	High and grammar	35	63
No.		High and grammar	80	High	8	64
No.		1 ward school	400	High	50	65
No.				One	3	66
No.		6 district schools	1,002	High	3	67
						68

replies to inquiries by the United States Bureau of Education—Continued.

Is instrumental music taught?	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.
105	106	107	108	109	110
No.		High, grammar, and evening.	437	High	75
No.		Forty-nine.	11,931	High	70
No.		High	14	High	71
No.				High	72
No.				High	73
No.				High	74
No.				High	75
No.		Two	250		76
No.		Grammar and primary.	400		77
No.					78
No.					79
No.					80
No.					81
No.				High	82
No.		High	28	High	5
No.				High	6
No.		Fourteen	700	High	83
No.				High	84
No.		Union	43	High	85
No.				High	86
No.		Grammar		High	87
No.				High	88
No.				High	89
No.		High, grammar, and primary.	323	High	90
No.		High	7	High	91
Yes.	42	High	20	High	92
No.		High	70	High	93
No.		Free academy	50	High	94
No.				Free academy	95
No.		In all	12,240	High	96
No.		In all	3,561	High	97
No.		High, gram., prim., & Germ'n-Eng	1,353	High	98
No.		High and district	1,050	High	99
No.		German-English	600	High	100
No.		Grammar and primary	122	High	101
No.			450		102
No.		In all	259		103
No.		High, grammar, and intermediate	1,600	High, intermediate, & grammar	104
No.		German-English	82		105
No.		High	72		106
No.					107
No.		German and high	500	High	108
Yes.	12	Two special schools	196	Girls' high	7
No.		High and grammar	40	High and grammar	8
No.		Boys' high	572		35
No.		High and others	400		109
No.		High	122	High	110
No.		High and grammar	150		111
No.		High			112
No.		High	10	High	113
No.		Polytechnic	23	High	58
No.				High	124
No.		High		High	7
No.				One	50
Yes.	80	High and grammar	212	High and corporate	45
No.		Four	307		125
No.					126
No.					127
No.				High	128
No.					129
No.					130
No.					131
No.					132
No.					133
No.				High	50
No.					134
No.					135

replies to inquiries by the United States Bureau of Education—Continued.

Is instrumental music taught?	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.
105	106	107	108	109	110
.....	Grammar and primary.....	621	.....	136
No.	All.....	350	.....	137
No.	High.....	100	.....	138
No.	All.....	3,675	High.....	139
No.	High.....	41	.....	140

Cities of Class A from which no information has been received.

State.	Name of city.	Population.
Alabama.....	Montgomery.....	10,588
Connecticut.....	Bridgeport.....	18,989
Connecticut.....	Waterbury.....	10,826
Georgia.....	Macon.....	10,810
Kentucky.....	Lexington.....	14,801
Mississippi.....	Vicksburgh.....	12,443
New Jersey.....	Elizabeth.....	20,832
North Carolina.....	Wilmington.....	13,446
Pennsylvania.....	Lancaster.....	20,233
Pennsylvania.....	Scranton.....	35,092
Texas.....	Galveston.....	13,818
Utah Territory.....	Salt Lake City.....	12,654

TABLE III.—School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education—Continued.

CLASS B.—CONTAINING OVER 5,000 AND LESS THAN 10,000 INHABITANTS.

PART 1.—Names of superintendents, the population, enrollment, and attendance, and statistics of primary and grammar schools.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.						Grammar schools.						
				Number of	Teachers.	Pupils.		Number of	Teachers.	Pupils.						
				Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
1	Alabama.	3	4	15	16	17	18	19	20	21	22	23	24	25	26	28
2	California.	San Jose.	W. C. Ward.	16	16	16	16	379	4	4	13	16	4	13	16	199
3	Connecticut.	Middletown.	E. A. Clark.	3	13	12	15	150	1	3	1	5	3	5	4	100
4	do	Stonington Borough.	Henry E. Sawyer (a)	6	4	4	4	75	2	1	2	3	1	2	3	80
5	do	Columbus.	A. J. Foster (b)	4	1	10	11	930	2	1	4	5	3	3	80	90
6	Georgia.	Alton.	George M. Dews.	12	13	12	12	945	3	3	3	3	3	3	167	170
7	do	Bellville.	E. A. Heiselt.	12	13	12	12	473	3	3	3	3	3	3	167	170
8	do	Decatur.	C. F. Needling school director.	24	1	23	24	580	3	3	3	3	3	3	92	78
9	do	Elgin.	E. A. Gastman.	15	15	15	15	463	4	4	4	4	4	4	161	224
10	do	Fluport.	C. F. Kimball.	13	13	13	13	334	3	3	3	3	3	3	67	74
11	do	Gaines.	Charles C. Snyder.	17	17	17	17	507	2	2	2	2	2	2	81	94
12	do	Jacksonville.	Samuel Hays.	13	13	13	13	300	3	3	3	3	3	3	30	25
13	do	La Salle.	D. H. Harris.	7	17	17	17	680	1	1	11	12	11	12	130	164
14	do	Rock Island.	Charles L. Parker.	3	3	3	3	619	1	1	2	3	2	3	182	150
15	do	Jeffersonville.	T. R. Grow.	17	14	14	14	300	14	3	12	15	8	8	100	100
16	do	Logansport.	W. H. Jenkins.	18	18	18	18	325	6	6	6	6	6	6	273	225
17	do	Richmond.	J. F. Everett.	22	22	22	22	356	2	2	2	2	2	2	40	47
18	do	South Bend.	Sheridan Cox.	6	4	21	28	531	10	10	10	10	10	10	127	151
19	do	Vincennes.	James McNeill.	6	4	21	28	542	1	3	1	4	4	4	43	40
20	do	Cedar Rapids.	D. A. Ewing.	18	13	13	13	413	3	3	3	3	3	3	66	180
21	do	Iowa City.	Anson V. Jones.	19	19	19	19	86	1	1	2	3	2	3	18	31
22	do	Muscatine.	Henry Sabin.	14	14	14	14	773	3	3	3	3	3	3	18	31
23	do	Ottumwa.	Mrs. H. S. Lano.	14	14	14	14	500	4	4	4	4	4	4	140	130
24	do	Atchison.	F. M. Wilder.	10	10	10	10	463	4	4	4	4	4	4	94	93
25	do	Lawrence.	L. M. Hastings.	14	14	14	14	439	5	5	5	5	5	5	136	146
26	do	Topoka.	R. H. Jackson.	10	10	10	10	411	5	5	5	5	5	5	136	146
27	do	Auburn.	W. C. Boto.	6	6	6	6	455	7	7	7	7	7	7	118	177
28	do	Auburn.	W. H. Butterfield.	6	6	6	6	455	7	7	7	7	7	7	118	177
29	do	Auburn.	E. S. Packard, chair'n school board.	6	6	6	6	455	7	7	7	7	7	7	118	177
30	Maine.	Auburn.	E. S. Packard, chair'n school board.	6	6	6	6	455	7	7	7	7	7	7	118	177

TABLE III.—CLASS B.—PART I.—School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.				Grammar schools.										
				Number of.	Teachers.	Pupils.	Number of.	Teachers.	Pupils.	Number of.	Teachers.	Pupils.						
				Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
31	Maine	Bath	Samuel F. Dike	10		18	18	443	470	913	4	2	10	12	284	372	616	
32	do	Belfast	Rev. Wooster Parker, supervisor	2		2	2	60	80	140	2		4	4	80	100	180	
33	do	Calais	W. J. Corbitt	10		10	10	364	330	694	7	3	6	8	316	410	736	
34	do	Rockland	A. L. Tyler	13		13	13	601	610	1,211	10	2	11	13			499	
35	Michigan	Adrian	W. H. Payne	10		10	10	422	394	816	14	1	6	6	131	116	247	
36	do	Ann Arbor	Walter S. Perry	5		21	21											
37	do	Battle Creek	S. Montgomery	19		19	19											
38	do	Bay City	D. C. Scoville	19		19	19	315	356	671	4	4	4	4	32	38	70	
39	do	Flint	Zelotes Truesdel	15		16	16	360	410	770	4	1	4	5	81	89	170	
40	do	Lansing	E. V. W. Brokaw	12		17	17	394	464	768	3	4	4	4	71	93	164	
41	do	Mankegon	O. B. Curtis	11		11	11	537	452	989	4	4	4	4	242	215	457	
42	do	Port Huron	John C. Magill	13		13	13											
43	Minnesota	Saint Anthony*	E. W. B. Harvey	5		14	14											
44	do	Winona	F. M. Dodge	9		9	9	298	344	642	4	4	4	4	76	79	155	
45	Nbraska	Nebnaska City	Eli Huber	9		9	9	327	217	544	7	1	6	7	104	105	209	
46	New Hampshire	Dover*	J. B. Stevens, Jr.	31		28	28											
47	New Jersey	Bridgeton	Robert W. Elmer, M. D.	67		12	14											
48	do	Milville	R. M. Atwater	19		18	19											
49	do	Orange	Dr. W. H. Stockwell	5		10	10											
50	do	Plainfield	C. H. Stillman	1		9	9	184	146	330	1	4	4	4	89	71	160	
51	New York	Hudson	Cyrus Macy	3		9	9	278	294	572	3	3	3	3	901	212	413	
52	Ohio	Canton	Daniel Worley	11		11	11	395	347	742	5	5	5	5	141	129	270	
53	do	Chillicothe	J. H. Breuneman	38		37	38	887	987	1,874	2	2	2	2	47	62	99	
54	do	Circleville	C. S. Smart	12		9	13	440	470	910	4	2	3	3	100	104	204	
55	do	Fronton	W. Ross	614		11	12	269	270	539	3	3	3	3	47	59	76	
56	do	Ironton	A. M. Van Dyke	31		3	18	31	453	442	895	3	3	3	3	53	69	122
57	do	Mansfield*	Edmund A. Jones (a)	5		7	7	311	168	479	4	1	4	5	94	122	216	
58	do	Newark*	C. A. Snow	22		20	22	539	413	952	3	2	2	2	38	48	86	
59	do	Piqua	W. Richardson	11		11	11											
60	do	Pomeroy	W. Watkins	419		4	14	406	372	778	2	4	4	6	150	170	320	
61	do	Steubenville	Martin E. Andrews	19		3	18	21	534	491	998	2	1	4	5	58	69	127
62	do	Tiffin	H. B. Furness	9		9	9	173	156	369	5	2	3	3	83	96	185	

TABLE III.—CLASS B.—PART I.—School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.						Grammar schools.							
				Teachers.		Pupils.		Number of.	Teachers.		Pupils.		Number of.	Teachers.		Pupils.	
				Male.	Female.	Total.	Male.		Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.
1	2	3	4	15	16	17	18	19	20	21	22	23	24	25	26	27	28
64	Ohio	Wester	L. V. Dodge	11	15	15	15	313	338	651	1	3	3	50	63	113	
65	do	Xenia	George S. Ormsby	16	16	16	16	380	393	722	2	2	2	37	41	78	
66	Oregon	Portland	T. L. Elliot, county superintendent.	12	12	12	12	997	274	571	5	4	9	190	170	369	
67	Pennsylvania	Carlisle	Matthew G. Neary	8	1	12	13	727	724	1,451	3	2	5	61	110	171	
68	do	Chester	A. A. Mender	20	20	20	20	502	471	973	2	3	5	47	62	109	
69	do	Corry	A. R. Grandall, dist. sup't.	4	4	4	4	105	125	230	13	13	26	300	359	659	
70	do	Lockhaven	A. N. Ramb	615	4	4	4	615	568	1,183	4	4	8	500	510	1,010	
71	do	Meadville	George W. Haskins	4	4	4	4	223	229	452	2	15	17	344	351	695	
72	do	Titusville	H. C. Bosley	11	12	12	12	256	253	509	4	4	8	102	96	198	
73	Texas	Houston	Henry Chino (j)	4	1	9	10	211	245	456	4	5	9	140	166	306	
74	Virginia	Lynchburg	Abraam F. Biggers	18	18	18	18	451	431	882	2	2	4	300	400	700	
75	West Virginia	Parkersburg	S. H. Petrol, county sup't.	4	4	4	4	10	10	20	4	3	7	88	75	163	
76	Wisconsin	Janesville	Warren D. Parker	11	11	11	11	407	347	754	3	3	6	207	215	422	
77	do	La Crosse	M. E. Varney	11	11	11	11	407	347	754	3	3	6	207	215	422	
78	do	Madison	Walter H. Chase	6	6	6	6	363	456	819	4	4	8	321	332	653	
79	do	Manitowoc	Michael Kirwan	17	18	18	18	563	456	989	4	3	7	321	332	653	
80	do	Racine	D. W. Emerson, county sup't.	4	4	4	4	400	440	840	2	1	3	115	125	240	
81	do	Sheboygan	Godfrey Staarna	4	2	8	10	400	440	840	2	1	3	115	125	240	
82	do	Watertown	William H. Rohrt	14	10	4	14	460	425	885	4	2	6	126	170	296	

† Including 1 grammar school.
 ‡ Including private schools.
 § Inspector public free schools for Harris and Montgomery Counties.
 † Between 4 and 7 years of age.
 ‡ Between 15 and 20 years of age.

inquiries by the United States Bureau of Education—Continued.

THAN 10,000 INHABITANTS—Continued.

and other schools, and grand total of schools.

Ungraded and other schools.							City normal schools.						Grand total.						Number of.		
Teachers.			Pupils.				Number of.	Teachers.			Pupils.			No. of schools of every kind.	Teachers.			Pupils.			
Male.	Female.	Total.	Male.	Female.	Total.	Male.		Female.	Total.	Male.	Female.	Total.	Male.		Female.	Total.	Male.	Female.		Total.	
43	44	45	46	47	48	49		50	51	52	53	54	55		56	57	58	59		60	61
														222	6	17	23	945	946	1,891	2
														5	3	20	23			727	3
							1	1		1	1	21	22	9	3	15	18	342	372	712	4
														19	2	19	21			1,473	6
														22	6	25	31	712	638	1,350	7
														24	3	25	22	672	747	1,419	8
														16	5	22	27	489	439	928	9
														20	2	23	25	639	761	1,400	10
														16	4	14	18			523	11
														21	32	66	92	906	948	1,854	12
														10	1	28	29	968	912	1,880	13
														9	2	13	15	455	375	830	14
														32	4	27	31			1,187	15
															25	25	600	700	1,300	16	
														18	3	18	21	660	640	1,300	17
														21	4	20	24	735	750	1,543	18
														33	1	34	35	683	778	1,461	19
														9	11	26	37	110	90	200	20
														12	10	19	22			1,125	21
														16	1	16	17	420	640	1,060	22
														16	1	29	30	552	700	1,252	23
														18	2	19	19	322	327	640	24
														18	2	20	22			937	25
														11	3	9	12	405	350	755	26
														15		15	15	589	527	1,116	27
														20	5	19	24	597	572	1,169	28
																					29
														37				544	697	1,241	30
														15	4	30	34	784	895	1,679	31
														5	1	7	8	167	218	385	32
														21	3	20	23	761	800	1,561	33
														23	4	29	33			1,211	34
														25	2	23	30			1,121	35
														7	3	30	33	666	603	1,269	36
														25	1	27	28			1,075	37
														14	4	24	28	477	592	1,069	38
														3	22	25				1,068	39
														16	1	23	24	392	580	972	40
														20	2	19	21	926	821	1,747	41
														18	2	20	22			876	42
																					43
														21	1	21	22	500	668	1,228	44
														18	2	16	18	352	359	711	45
																					46
														10	4	17	21			923	47
														25	3	22	25			1,537	48
														13	3	37	40				49
														3	4	16	20	325	257	680	50
														6	2	18	20	479	506	985	51
														17	5	18	23	553	509	1,062	52
														41	4	41	45	957	1,074	2,031	53
														22	5	19	24	569	632	1,191	54
														17	2	16	18	352	331	683	55
														27	5	23	28	602	640	1,242	56
																					57
														11	3	12	15	348	365	713	58
														26	3	23	26	598	484	1,082	59
														15	3	16	19			900	60
														20	5	15	20	417	385	862	61
														22	6	24	30	584	609	1,193	62
														16	3	15	18	311	325	636	63
														13	1	20	21	381	444	825	64
														19	2	19	21	467	465	932	65
														77	12	27	39	237	392	629	66
														25	19	44	63	781	868	1,649	67
														12	4	15	19	802	870	1,672	68

replies to inquiries by the United States Bureau of Education—Continued.

Ungraded and other schools.						City normal schools.						Grand total.						Number.				
Teachers.			Pupils.			Teachers.			Pupils.			No. of schools of every kind.	Teachers.			Pupils.						
Number of.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Total.	Male.		Female.	Total.		
	43	44	45	46	47	48	49	50	51	52	53		54	55	56	57	58		59	60	61	62	63	1
.....	25	1	24	25	564	573	1,137	68
.....	18	...	18	18	654	701	1,355	69
.....	24	9	15	24	745	723	1,468	70
.....	22	...	22	22	593	646	1,239	71
.....	16	...	18	18	413	415	828	72
.....	14	5	21	26	.....	.....	1,228	73
.....	10	10	12	22	365	436	801	74
.....	9	5	24	29	685	1,024	1,709	75
.....	14	1	27	28	571	579	1,150	76
.....	13	6	26	32	.....	.....	.....	77
.....	20	1	23	24	636	616	1,252	78
.....	14	4	13	17	.....	.....	1,658	79
.....	25	5	23	28	764	780	1,544	80
.....	4	4	12	16	539	622	1,161	81
.....	21	15	7	22	616	680	1,296	82

f Including 7 secondary schools.
 g Including irregular department of day school.
 h Including 2 private schools.
 i Including 4 intermediate schools.
 j Principal departments.

STATISTICAL TABLES.

36	Mich	Battle Creek	474 20	861 12	1,909 25	34,376 49	1,140 18	36,761 33
37	Mich	Bay City	1,669 39	3,417 01		56,400 00	20 00	31,440 60
38	Mich	Flint	660 00	964 00	1,964 00	9,140 00	215 00	12,943 00
39	Mich	Lansing	3,675 38	710 88		11,850 00	206 00	16,569 16
40	Mich	Muskegon	5,755 55	886 55	3,360 00	10,814 50	3 00	20,439 60
41	Mich	Port Huron	3,582 00	1,019 47	1,926 30	18,080 00		24,527 67
42	Minn	Salt Anthony*		3,702 49		7,660 00	109 75	9,200 00
43	Minn	Winona	6,610 84	2,065 75		14,586 52	1,653 15	25,069 60
44	Neb	Nebraska City	233 87	574 38		4,036 44		18,991 88
45	N.H.	Dover*	403 01	9,985 08		18,417 50	135 00	18,095 85
46	N.J.	Bridgeton	69 49	9,776 44		7,626 43		25,000 00
47	N.J.	Millville	7,597 13	11,000 00		8,000 00	320 18	19,320 18
48	N.J.	Orange	2,352 80	526 80	1,106 07	15,125 69	19,111 45	38,228 90
49	N.J.	Plainfield*	2,639 69	4,562 99		6,600 00		12,542 68
50	N.Y.	Hudson	3,230 30	4,023 60		15,146 21	456 90	22,856 91
51	Ohio	Canton	31,319 94	6,143 79	23,541 52	5,919 89		78,174 39
52	Ohio	Chillicothe	21,932 39	3,706 71		12,656 92	201 75	42,548 46
53	Ohio	Circleville	4,039 84	500 00		15,270 25	952 10	17,486 51
54	Ohio	Fremont	1,797 39	3,444 60		13,737 15		21,424 34
55	Ohio	Ironton	4,088 30	2,691 45			9,094 84	29,711 74
56	Ohio	Massillon						
57	Ohio	Newark*						
58	Ohio	Piqua	4,256 26	2,896 60		10,078 35	63 23	17,294 43
59	Ohio	Pomeroy	3,813 97	5,057 98		37,844 52		46,716 47
60	Ohio	Steubenville	1,485 67	2,657 20	10,000 00	14,838 96	17 62	20,315 02
61	Ohio	Tiffin	12,170 85	3,965 63	35 57	7,749 74	569 89	24,426 11
62	Ohio	Wooster		3,059 22		19,206 92		22,236 14
63	Ohio	Xenia	8,503 99	2,613 42	9,028 26	9,213 00		39,358 67
64	Oreg	Portland	1,013 68	536 64		9,429 26		10,996 48
65	Pa.	Carlisle	1,988 17	1,169 79		17,203 74	130 50	19,434 20
66	Pa.	Chester		1,161 12	16 70	16,544 50	14,595 04	31,669 54
67	Pa.	Corry		1,184 83		18,117 06	1,226 95	20,528 83
68	Pa.	Leckhaven		1,696 92		24,218 19	2,017 61	28,296 92
69	Pa.	Meadville		696 92		26,070 09	15,204 73	41,029 83
70	Pa.	Titusville	27 18	2,846 64			1,000 00	48,144 24
71	Va.	Lynchburg	2,110 07	9,962 00	10,000 00	10,000 00	843 25	28,223 00
72	W.Va	Parkersburg	3,533 90	1,499 96	2,340 00	27,000 00	14,439 96	50,045 35
73	Wis	Janesville	4,759 76	1,185 21	1,157 13	41,721 24	531 00	56,829 70
74	Wis	La Crosse	3,407 53	1,469 13		21,661 30	21,144 70	47,837 05
75	Wis	Madison	10,307 49	1,844 37	2,400 00	13,000 00	650 53	10,684 90
76	Wis	Manitowoc		1,514 37	1,000 00	5,285 50	130 87	11,367 74
77	Wis	Racine	1,948 69	878 25	1,119 33	5,471 00		12,219 50
78	Wis	Shobogen	3,645 26	1,414 14				
79	Wis	Watertown						

* From last report.
 b State and county fund.
 c Including local fund.

replies to inquiries by the United States Bureau of Education—Continued.

SALARIES OF TEACHERS.										
Assistants in high schools.		In evening schools.		Ungraded and other schools.		Principal in normal schools.		Assistants in normal schools.		Number.
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
89	90	91	92	93	94	95	96	97	98	1
.....	\$20 00 to 100 00	.....	.....	.....	.....	.....	.....	.....	.....	72
.....	\$54 16	.....	.....	.....	.....	.....	.....	.....	.....	73
.....	40 00	.....	.....	.....	.....	.....	.....	.....	.....	74
.....	41 66	.....	.....	.....	.....	.....	.....	.....	.....	75
.....	33 33 to 37 50	.....	.....	.....	.....	.....	.....	.....	.....	76
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	77
.....	37 50 to 50 00	.....	.....	.....	.....	.....	.....	.....	.....	78
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	79
.....	52 08	.....	.....	.....	.....	.....	.....	.....	.....	80
.....	33 33	.....	.....	.....	.....	.....	.....	.....	.....	81
.....	41 66	16 66	.....	.....	.....	.....	.....	.....	.....	82

replies to inquiries by the United States Bureau of Education—Continued.

Is instrumental music taught	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.	Number.
105	106	107	108	109	110	1
No.						1
No.				High	5	2
Yes.	60					3
No.		High, grammar, and primary	507			4
No.						5
Yes	1,258	High and grammar	160	High		6
No.		High and grammar	78			7
No.		High	40			8
No.		High and grammar	50			9
Yes.	10	All				10
No.		Grammar and primary	200			11
No.		High and German English	400			12
No.		In three	300			13
No.		In one	4			14
No.		German school	100			15
No.		High	50			16
No.						17
No.			200			18
No.						19
No.		High		High	30	20
No.				High	12	21
No.		High		High	33	22
No.		High	20	High	15	23
No.		High and grammar	60	High	9	24
No.		High	18	High	58	25
No.		High, junior, and primary	200	High	12	26
No.		High	10	High	10	27
No.		High	3	High	18	28
No.		High		High	4	29
No.		High	6	High	5	30
No.		High and grammar	226	High	20	31
No.		High and grammar	37			32
No.				High and grammar		33
No.						34
No.		High	13			35
No.		High, grammar, and primary	261			36
No.		High and grammar	7	High		37
No.		German school	70			38
No.		German-English	98			39
No.						40
No.						41
No.	15	All	60			42
No.		Primary	75			43
No.		High and grammar	130			44
No.		High and German	150			45
No.		High	18			46
No.		One German, primary	81	High		47
No.		German				48
No.						49
No.						50
No.						51
No.						52
No.						53
No.						54
No.						55
No.						56
No.						57
No.						58
No.						59
No.						60
No.						61
No.						62
No.						63
No.						64
No.						65
No.						66
No.						67

replies to inquiries by the United States Bureau of Education—Continued.

Is instrumental music taught?	Number of pupils in instrumental music.	Schools in which German is taught.	Number of pupils in German.	Schools in which French is taught.	Number of pupils in French.	Number.
105	106	107	108	109	110	1
Ycs.	20	High	10			68
No.						69
						70
						71
No.		High	17	High	25	72
No.		In four		In two		73
No.		High	30	High	33	74
						75
No.		High	30			76
No.		High, grammar, and intermediate	103	High	8	77
No.		High	10	High		78
						79
No.		High	265			80
No.		In seventeen	800			81
						82

Cities of Class B from which no information has been received.

State.	Name of city.	Population, census 1870.
California	Los Angeles	5,728
Florida	Jacksonville	6,912
Illinois	Cairo	6,267
Do.	Pekin	5,696
Indiana	La Porte	6,521
Kentucky	Frankfort	5,396
Louisiana	Baton Rouge	6,428
Maine	Augusta	7,808
Maryland	Cumberland	8,056
Do.	Frederick	8,526
Michigan	Monroe	5,686
Do.	Saginaw	7,460
Do.	Epsilanti	5,471
Nevada	Virginia	7,048
New Hampshire	Portsmouth	9,211
New Jersey	Burlington	5,817
Do.	Rahway	6,258
New York	Watertown	9,336
North Carolina	New Berne*	5,849
Do.	Raleigh*	7,790
Ohio	Marietta	5,218
Do.	Youngstown	8,075
Pennsylvania	Columbia	6,461
Tennessee	Chatanooga	6,093
Do.	Knoxville	8,682
South Carolina	Columbia*	9,298

* Has no system of city schools.

STATISTICAL TABLES.

32	do	Seymour*	2,372	6-21	875	679	.....	430	0	54	.....	36
33	do	Shelbyville.....	2,731	6-21	1,050	777	.....	500	0	71	.....	36
34	do	Valparaiso.....	2,765	6-21	944	580	.....	99	30	6	.....	37
35	do	Washington City.....	2,851	6-21	.....	.....	.....	.....	.....	.....	.....	30
36	Iowa	Cedar Falls.....	3,070	5-21	1,001	790	25	55	491	74	6	36
37	do	Fairfield.....	2,226	5-21	1,069	706	18	22	565	74	6	40
38	do	Fort Dodge.....	3,095	5-21	1,653	750	40	27	511	6	6	40
39	do	Fort Madison.....	4,011	5-21	1,024	1,024	.....	.....	499	6	.....	24
40	do	Independence *.....	2,945	5-21	1,027	635	.....	.....	735	.....	.....	.....
41	do	Lions *.....	3,088	5-21	1,588	950	.....	.....	499	.....	.....	.....
42	do	Marshalltown.....	3,218	5-21	1,101	800	37	43	532	6	54	36
43	do	McGregor.....	2,074	5-21	1,348	403	21	7	300	0	6	40
44	do	Osakalosa.....	3,304	5-21	1,078	65	150	150	0	0	6	36
45	do	Waterloo.....	4,337	5-21	1,383	916	145	68	736	71	0	36 & 40
46	do	Waverly.....	2,391	5-21	1,805	490	36	17	414	6	.....	40
47	do	Winterset.....	1,485	5-21	557	445	80	50	385	6	54	36
48	do	Baxter Springs *.....	2,284	5-21	501	209	.....	.....	193	.....	.....	.....
49	do	Emporia.....	2,168	5-21	692	503	35	10	683	4-6	.....	36
50	do	Fort Scott *.....	4,174	5-21	1,429	854	.....	.....	466	74	0	38
51	do	Ottawa.....	1,81	5-21	1,046	647	91	13	538	0	54	40
52	do	Pralla.....	2,941	5-21	786	647	.....	.....	538	0	6	40
53	do	Wyandotte.....	2,940	5-21	1,217	701	.....	.....	250	8	.....	40
54	Kentucky	Franklin.....	1,808	6-20	1,400	375	.....	.....	371	64	64	40
55	do	Mayville.....	4,705	6-20	1,480	650	.....	.....	575	84	64	43
56	do	Owensborough.....	3,437	7-20	1,850	600	.....	.....	175	8	6	40
57	do	Paris.....	2,655	6-20	470	.....	.....	.....	.....	.....	.....	.....
58	Maine	Hallowell.....	3,007	4-21	889	675	12	35	350	7	6	40
59	do	Big Rapids.....	1,237	5-20	525	400	50	25	400	50	54	40
60	Michigan	Cold Water.....	4,381	5-20	1,237	1,109*	35	51	775	6	54	40
61	do	Grand Haven.....	3,147	5-20	1,211	878	135	37	536	7	0	40
62	do	Hillsdale.....	3,518	5-20	1,050	850	50	50	750	6	54	40
63	do	Lapeer.....	1,773	5-20	784	613	30	36	400	6	54	40
64	do	Manistee.....	3,343	5-21	882	600	27	22	425	7	5	40
65	do	Marshall.....	4,925	5-20	1,597	1,069	.....	.....	738	6	.....	40
66	do	Niles.....	4,630	5-20	1,624	987	60	50	682	6	5	40
67	do	Orosco.....	2,065	5-20	1,800	790	12	38	418	6	54	40
68	do	Pontiac.....	4,867	6-21	1,213	1,251	103	101	673	6	54	40
69	do	Saint Clair *.....	1,700	5-20	916	887	.....	.....	280	.....	.....	.....
70	do	Wyandotte.....	2,731	5-20	1,904	539	34	22	539	7	54	40
71	Minnesota	Dr Lath.....	3,131	5-21	1,870	500	90	10	460	54	5	36
72	do	Hastings.....	3,458	5-21	1,001	981	50	40	748	6	6	36
73	do	Maple.....	3,482	5-21	1,618	790	.....	.....	617	6	54	32
74	do	Owatonna *.....	2,070	5-21	724	864	.....	.....	500	.....	.....	.....
75	do	Red Wing.....	4,900	5-21	1,471	1,010	70	42	604	6	6	36
76	do	Rochester.....	3,953	5-21	1,095	470	.....	.....	716	7	0	40
77	Missouri	Cape Girardeau.....	3,583	5-21	1,200	470	50	20	408	74	6	40

* From last report.

† Between 5 and 15 years of age.

‡ Principal of graded schools.

§ Principal of second-ward school.

d Superintendent of West Waterloo. J. W. Akers is superintendent of East Waterloo.

†† The statistics are for the whole city.

‡‡ President of the Franklin Female College.

TABLE III.—CLASS C.—PART 1.—School statistics of cities for 1872; from replies to inquiries by the United States Bureau of Education—Continued.

Number.	State.	Name of city.	Name of superintendent.	Primary schools.						Grammar schools.							
				Number of.	Teachers.	Pupils.		Number of.	Teachers.	Pupils.		Number of.	Teachers.	Pupils.			
				Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.		
1	Alabama	Huntsville	A. W. McCullough	15	16	17	18	19	20	21	22	23	24	25	26	27	28
2	do	Tuscaloosa	R. S. Cox	2	1	3	3	70	65	135	2	2	4	3	110	100	210
3	California	Marysville	F. H. Steele	5	1	6	6	150	133	283	5	4	9	4	35	29	64
4	Florida	Pensacola	A. J. Pickett, county super. dent.	2	2	4	4	32	33	65	1	1	2	1	40	33	73
5	do	Saint Augustine	O. Brown	2	3	5	5	60	55	115	1	1	2	1	24	41	65
6	do	Tallahassee	Josephus Anderson, county sup't.	4	4	8	8	205	195	400	1	1	2	1	33	32	67
7	Illinois	Amboy	Robert A. Childs	3	5	8	8	305	305	610	1	0	1	0	177	194	371
8	do	Bushnell	A. K. Leaman	6	6	12	12	374	380	754	1	2	3	2	39	46	85
9	do	Canon	W. D. Hall	12	10	22	22	180	231	411	2	3	5	3	67	84	151
10	do	Centralia	J. G. Sheld	9	1	10	18	332	335	667	1	2	3	2	33	49	82
11	do	Davenport	E. C. Smith	18	18	36	36	236	263	499	2	4	6	4	80	80	160
12	do	Dixon	D. C. Smith	9	9	18	18	80	82	162	1	1	2	1	42	40	82
13	do	El Paso	B. F. Hedges	3	1	4	4	945	250	435	2	2	4	2	30	50	80
14	do	Litchfield*	Matthew Andrews	9	9	18	18	205	227	432	2	1	3	1	2	3	5
15	do	Macomb	W. F. Bromfield	4	4	8	8	305	227	432	6	6	12	6	169	175	344
16	do	Menota*	Almon Kluder, pres't school board	8	8	16	16	300	421	721	1	2	3	2	2	2	4
17	do	Monmouth	H. H. C. Miller	4	4	8	8	221	300	521	5	5	10	5	172	185	357
18	do	Morris	D. Edmiston	4	4	8	8	342	338	680	2	2	4	2	2	2	4
19	do	Olney	Gerald B. Stockdale	6	6	12	12	345	345	690	2	2	4	2	2	2	4
20	do	Peru	Jephthah Hobbs(b)	6	1	7	7	72	79	151	1	1	2	1	64	77	141
21	do	Shelbyville	H. P. French(d)	6	6	12	12	292	297	589	2	2	4	2	2	2	4
22	do	Sterling	L. T. Hewings, county super. dent.	6	6	12	12	187	195	382	4	4	8	4	100	130	230
23	do	Watsaka*	A. H. Graham	5	1	6	6	321	354	675	1	1	2	1	56	44	100
24	Indiana	Columbia*	J. C. Housekeeper	7	7	14	14	130	150	280	4	4	8	4	100	100	200
25	do	Connersville	Henry H. Boyce	5	1	6	6	99	85	184	2	2	4	2	22	22	44
26	do	Franklin City	D. D. Luke	5	1	6	6	94	91	185	2	2	4	2	28	35	63
27	do	Goshen	George W. Lee	8	8	16	16	300	350	650	4	4	8	4	82	89	171
28	do	Greencastle	E. H. Butler	4	4	8	8	200	200	400	2	2	4	2	2	2	4
29	do	Kendallville	George G. Manning	4	4	8	8	200	200	400	4	4	8	4	4	4	8
30	do	Lawrenceburgh		9	9	18	18	300	300	600	9	9	18	9	9	9	18
31	do	Peru		4	4	8	8	200	200	400	4	4	8	4	4	4	8

* From last report. a Including intermediate sch'ls. b Principal of graded sch'l. c Departments of one graded sch'l. d Principal of Second Ward sch'l. e A district graded sch'l.

65	do	Marshall	Henry N. French	12	12	12	12	539	2	2	2	40	69	134
66	do	Niles	C. E. Thomas	12	12	12	12	530	2	1	1	86	119	205
67	do	Owosso	S. J. Harding, sec. board education	8	2	6	8	483	1	4	4	16	23	39
68	do	Pontiac	Joseph C. Jones	10	10	10	10	440	433	3	3	1	1	194
69	do	Saint Clair*	J. T. Aulls	3	3	3	3	67	68	1	1	1	1	1
70	do	Wyandotte	J. H. Bishop	4	4	4	4	233	233	3	3	21	19	40
71	Minnesota	Du Luth	W. H. Hatch	6	1	5	6	230	210	1	1	68	92	160
72	do	Hastings	C. S. Campbell	6	6	6	6	295	303	3	3	270	330	500
73	do	Mankato	A. P. Tukey	6	4	4	4	70	80	10	11	100	117	217
74	do	Owatonna*	W. L. Butts	3	3	3	3	139	148	2	2	24	32	56
75	do	Rochester	O. Whitman	12	12	12	12	297	296	2	2	5	175	355
76	do	Rochester	C. L. Roberts	8	8	8	8	324	324	5	5	63	60	133
77	Missouri	Capo Girardeau	James Barkley	2	2	2	2	179	159	1	1	31	25	56
78	do	Chillicothe	W. O. Fletcher	10	2	8	10	200	204	8	1	175	175	350
79	do	Independence	A. Carroll, A. M.	4	4	4	4	100	100	200	5	5	137	130
80	do	Jefferson City	E. P. Lankin	4	4	4	4	170	169	339	2	2	56	72
81	do	Louisiana	George L. Osborne	8	1	7	8	373	375	748	2	2	35	70
82	do	Macon	A. E. Wardner	2	2	2	2	180	176	356	3	3	18	40
83	do	Westport*	Wyatt Webb, clerk board educat'n	4	4	4	4	83	60	143	1	1	22	18
84	Nevada	Austin	J. F. Roberts, county superintendent	2	1	1	2	44	40	84	1	1	26	37
85	do	Hamilton	H. S. Herrick	2	1	1	2	53	52	105	1	1	27	53
86	New Jersey	Atlantic City	E. S. Reed	2	2	2	2	64	60	124	2	2	20	120
87	do	Salem	Theophilus Patterson	13	1	12	13	319	351	670	3	3	60	65
88	Ohio	Gallipolis	J. S. Wilson	13	13	13	13	250	292	542	4	4	64	70
89	do	Lancaster	G. W. Welsh	13	13	13	13	334	376	710	2	2	37	46
90	do	Mount Vernon	Richard B. Marsh	6	6	6	6	139	143	282	3	3	140	158
91	do	Urbana	A. C. Denel	10	11	11	11	153	156	339	1	1	65	68
92	do	Warren	J. C. Barney	3	1	3	4	170	180	350	1	1	20	15
93	Texas	Brownsville	Edward Downey (g)	7	6	1	7	150	205	355	2	2	65	55
94	do	Jefferson*	W. C. Towers	3	2	1	3	103	107	210	2	2	65	55
95	Utah	Epifanum City	Parlan McFarlane	2	2	2	2	70	130	130	2	2	15	130
96	do	Mont*	William T. Reid	2	2	2	2	60	70	130	2	2	15	130
97	do	Mont Pleasant	L. Larsen, clerk school trustees	4	4	4	4	150	133	292	2	2	41	15
98	Virginia	Fredericksburgh	John Horison	4	4	4	4	81	49	130	3	1	320	300
99	Wisconsin	Appleton	A. H. Conkey	3	3	3	3	156	162	318	64	6	150	150
100	do	Beloit	T. L. Wright	10	10	10	10	200	200	400	2	2	95	49
101	do	Green Bay	Dr. A. H. Ellsworth	8	8	8	8	270	300	576	1	1	42	58
102	do	Kenosha	Joseph V. Quarles, Jr.	8	8	8	8	301	320	431	2	2	42	58
103	do	Portage*	J. J. Guppy	9	9	9	9	250	260	510	1	1	45	54

* From last report.
 a Departments of one graded school.
 b Superintendent of West Waterloo. J. W. Akers is superintendent of East Waterloo. The statistics are for the whole city.
 c Intermediate schools.
 d President of the Franklin Female College.
 e Grades of Franklin Female College and Franklin Outfit Male College.
 f Including intermediate schools.
 g Secretary of board of school directors.

STATISTICAL TABLES.

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inquiries by the United States Bureau of Education—Continued.

THAN 5,000 INHABITANTS—Continued.

Income and expenditure—Continued.

EXPENDITURE.										Number.
Permanent.		Current.								
Sites and build- ings.	Libraries and apparatus.	Salaries of su- perintend'ts.	Salaries of teachers.	Fuel, lights, &c.	Rent.	Repairs.	Stationery and school-books.	Miscellaneous expenses.	Total.	
71	72	73	74	75	76	77	78	79	80	1
		\$125 00	\$4,375 00						\$4,500 00	1
									6,969 65	2
	\$50 00	600 00	11,832 57		\$300 00	\$1,119 50	\$145 00		14,047 07	3
			2,100 00	\$25 00	300 00	20 00			2,445 00	4
\$900 00	50 00		4,295 00	25 00	200 00		50 00	\$70 00	5,590 00	5
		800 00	3,755 00	100 00					4,655 00	6
										7
	668 97	1,400 00	8,071 50	\$2,260 85		79 88		2,797 39	15,267 59	8
		1,200 00	5,200 00	402 00	200 00	321 00	15 00		7,418 00	10
10,070 00		1,500 00	12,656 65	2,971 26	400 00	2,800 00	38 72		30,436 63	11
7,219 00	295 56	2,700 00	6,265 00	795 92		549 01	10 25		17,834 74	12
										13
		1,500 00	6,170 00	312 00	300 00	257 00		559 10	9,008 10	15
6,932 43		1,500 00	6,400 00	751 51				8,651 51	15,583 94	16
416 00			11,633 05	4,226 47		362 42			16,637 94	17
140 06	46 90	1,500 00	5,635 00	496 88	344 90	209 44			8,373 18	18
60,000 00	300 00	1,350 00	4,140 00	303 00		40 25	93 00	665 25	66,901 50	19
4,600 00	156 00	2,000 00	7,250 00	800 00		350 00	20 00		15,376 00	20
1,030 00	206 00	1,500 00	3,275 00	1,000 00				5,000 00	12,005 00	21
										22
14,300 00			3,000 00	418 00					17,718 00	23
		1,200 00	3,858 75	1,371 00					6,429 75	24
	590 40	1,500 00	3,465 00	815 27		2,013 03			9,253 70	25
		1,500 00	6,000 00						7,500 00	26
	150 00	1,500 00	3,345 00	350 00		100 00	40 00		5,485 00	27
		1,200 00								28
35,000 00	500 00	1,000 00	2,600 00	400 00		25 00			39,525 00	29
	150 00	1,450 00	5,230 00	1,000 00		100 00			7,830 00	30
		1,400 00	3,600 00	6 00		600 00	15 00		6,215 00	31
27,060 00	200 00	1,400 00	2,950 00	550 00					32,800 00	32
	50 00	1,500 00								33
										34
		1,250 00	5,100 00			533 70			6,883 70	35
13,373 93		1,200 00	3,779 00	987 67		125 00	30 00		19,495 60	36
35,000 00	500 00	900 00	2,970 00	891 09		108 35			40,169 44	37
25,924 53		480 00	4,987 78	1,011 36	278 62	1,014 60		1,706 69	35,403 56	38
										39
9,424 98			5,865 00	820 54	20 00	538 40	195 85		16,733 77	40
	60 00	1,000 00	4,350 28	710 73		900 96			7,021 97	41
									22,122 85	42
		1,500 00	4,500 00						6,000 00	43
4,517 32		1,200 00	6,615 85	512 00	25 00	4,983 38	200 00		18,053 55	44
6,184 87	1,309 70	2,703 00	6,280 00	248 63	83 25			1,019 30	17,225 75	45
2,412 54		1,500 00	4,250 00	321 30		624 74	17 16		9,125 76	46
35,000 00	500 00	1,000 00	3,150 00	450 00		100 00			40,200 00	47
1,500 00	150 00		1,200 00	150 00	75 00	40 00			16,613 00	48
		1,000 00	4,780 00	988 05		996 62			7,764 67	49
37,225 00	100 00	1,200 00	6,500 00	300 00	300 00	600 00	50 00		56,624 00	50
27,000 00			3,970 00	236 10	1,028 00	45 05	73 35	1,206 50	33,584 00	51
59,390 00	196 00	1,250 00	3,650 00	1,672 00					60,158 00	52
25,000 00		1,500 00	5,720 00	200 00		3,000 00			35,420 00	53
d28,103 00	d250 00									54
637 00			4,800 00	250 53		283 05		50 00	6,030 58	55
										56
			3,100 00	100 00		175 00			3,375 00	57
	100 00	125 00				300 00	90 00			58
		1,600 00	3,160 00	500 00					5,260 00	59
		1,500 00	8,109 00			2,190 82		6,534 76	18,484 58	60
e14,501 75	150 00	1,800 00	5,102 68						21,404 43	61

(c) Income for West Waterloo only.

(d) In 3 years.

(e) Includes repairs, fuel, lights, &c.

replies to inquiries by the United States Bureau of Education—Continued.

EXPENDITURE.										
Permanent.		Current.								
Sites and build- ings.	Libraries and apparatus.	Salaries of su- perintendent ts.	Salaries of teachers.	Fuel, lights, &c.	Rent.	Repairs.	Stationery and school-books.	Miscellaneous expenses.	Total.	Number.
71	72	73	74	75	76	77	78	79	80	1
\$5,220 00	\$350 00	\$1,250 00	\$5,500 00					\$1,686 00	\$14,066 00	62
716 93	100 00	1,500 00	3,200 00	\$1,118 15		\$200 00	\$50 00		6,885 09	63
	900 00	975 00	4,322 90	442 24		2,549 92			9,250 06	64
16,000 00	138 42	1,600 00	6,605 00	700 00		772 00	155 00		25,976 42	65
	120 00	1,600 00	6,329 15	6,740 00		1,050 00	100 25		16,139 40	66
		160 00	5,575 00	1,752 94		1,224 94		4,000 00	12,652 88	67
16,726 05	250 75	1,600 00	6,996 00	2,300 40		1,512 59	400 00		30,085 79	68
25,000 00	200 00		2,990 00		\$738 47	305 15			4,591 16	69
2,200 00	197 40	1,100 00	2,750 00	354 00				2,692 33	9,093 73	70
1,600 00		900 00	3,020 00	450 09		300 00			5,650 00	71
	155 55	1,200 00	6,600 00	230 12		139 64			8,415 31	72
17,500 00	420 00	1,100 00	4,423 00	4,445 39		2,400 00	185 00		30,824 39	73
		1,200 00	3,330 00	220 00	700 00				5,450 00	74
1,055 00	272 49	1,500 00	7,071 31	1,307 17		300 00			11,503 98	75
		1,600 00	7,000 00						8,650 00	76
20,000 00			5,650 00	40 35	454 75			1,351 55	27,502 65	77
	150 00	1,100 00	4,220 00	225 00	200 00	50 00			6,035 00	78
		1,200 00	6,600 00	350 00	150 00	300 00			8,600 00	79
42,000 00		1,500 00	8,867 50	551 35					52,918 85	80
	41 70	1,800 00	5,737 30	690 53	108 00	608 25			8,925 78	81
		1,000 00	4,050 00	188 88	80 00	55 80	95 00	4,722 12	10,191 80	82
1,900 00		680 00	2,000 00	145 00		40 00			4,725 00	83
			4,538 87	320 85				120 00	4,998 72	84
		600 00	3,000 00	300 00					3,900 00	85
10,000 00	200 00	50 00	2,650 00					1,084 87	14,924 87	86
		122 40	3,250 00	225 00	32 00		325 92		4,654 32	87
		1,800 00								88
18,701 10		1,300 00	8,979 62	2,496 65				507 38	32,074 75	89
897 50		1,000 00	7,350 00	1,534 65					10,782 15	90
2,527 94		1,800 00	9,116 90	2,260 80					15,845 04	91
8,294 67		1,800 00	7,093 00	2,948 78					20,136 45	92
			9,950 00	450 00	500 00	50 00	50 00		11,000 00	93
										94
	500 00		1,400 00						1,975 00	95
										96
800 00		30 00	1,260 00	94 63			10 51		2,195 14	97
										98
		100 00	7,903 00					11,226 41	19,224 41	99
5,092 29		400 00	7,500 00	663 05		765 00		300 00	14,630 26	100
	185 00	200 00	6,075 00	635 25		382 75	40 00	183 69	7,701 69	101
387 00		200 00	4,819 00	500 00	75 00	262 25			6,243 33	102

31	Ind	Shelbyville	40 00	40 00	45 00	33 33	104 16	41 66	66 66		
32	Ind	Vaiparano	33 33				135 53				
33	Ind	Wabash City									
34	Iowa	Cedar Falls	40 00	40 06						40 & 58	
35	Iowa	Fairfield	33 00	33 00			100 00		50 00		
36	Iowa	Fort Dodge	45 83 & 38 33					54 16		50 00	
37	Iowa	Fort Madison		60 00	60 00	60 00					
38	Iowa	Independence									
39	Iowa	Lyons									
40	Iowa	Marshalltown	37 50			41 66		63 50			
41	Iowa	McGregor	30 00	45 83		45 83	125 00			50 00	
42	Iowa	Mt Pleasant	50 00	50 00		50 00		55 00		50 00	
43	Iowa	Okemo	40 to 45	45 00		40 00	133 33 & 150		45 00	45 00	
44	Iowa	Waterloo	33 to 40	60 00			125 00	45 00		45 00	
45	Iowa	Waverly	31 87			30 00	83 33			45 00	
46	Iowa	Winterset									
47	Kans	Baxter Springs	60 00	75 00							
48	Kans	Emporia									
49	Kans	Fort Scott		41 66		41 66	83 33			50 00	
50	Kans	Ottawa	41 66	41 66							
51	Kans	Peoa	40 & 50	50 & 60		40 00	104 16			50 00	
52	Kans	Wyandotte	54 00	65 00		60 00	100 00				
53	Kans	Franklin									
54	Ky	Mayeville	30 & 40	75 06							
55	Ky	Owensborough									
56	Ky	Paris	50 00	50 00			108 33				
57	Ky	Hallowell	18 75	35 41			83 33	50 00	58 33		
58	Me	Big Rapids	30 00								
59	Mich	Cold Water									
60	Mich	Grand Haven	33 50	30 00	40 00	36 66	104 16	41 66		33 33	
61	Mich	Hillsdale	30 00	33 33	30 00	30 00					
62	Mich	Lapeer	23 33	26 33	28 33	28 33	125 00			40 00	
63	Mich	Manistee	37 50	37 50	37 50	37 50				37 50 & 58 33	
64	Mich	Marshall	27 08					66 66		41 66 & 50 00	
65	Mich	Niles		33 33	33 33	33 33				33 33	
66	Mich	Owosso	26 66	33 33	33 33	33 33		66 66		37 50	
67	Mich	Pontiac	31 33 to 30 00								
68	Mich	Saint Clair				30 00	83 33	50 00	41 66		
69	Mich	Wyandotte									
70	Mich	Du Luth	25 00	33 33	33 33	29 16	683 33	41 66		25 41	
71	Minn	Hastings	25 41	37 50	37 50	25 41	75 00			37 50	
72	Minn	Mankato	45 00				100 00	45 00		45 00	
73	Minn	Owatonna		50 00							
74	Minn	Red Wing	35 41 to 37 50				75 00			58 33	
75	Minn	Rochester	41 66	41 66		50 00		66 66			
76	Mo	Capo Girardeau	40 00	120 00							
77	Mo	Chillicothe									
78	Mo	Independence	30 00	50 00	50 00	50 00	120 00			63 00	
79	Mo										

^c Salaries of teachers in public schools.

^d For month of 29 days.

^e The principal is the city superintendent.

^f The salaries given are for one calendar month.

^g In evening schools for males, \$30; females, \$25.

^h Salaries of teachers of graded schools.

ⁱ Average monthly pay.

67	Mich.	Owosso	5		Gram., inter., and prim.	175	No.	No.	High.	90	High	15
68	Mich.	Pontiac	10		High	19	Yes	Yes	High	16	High	4
69	Mich.	Saint Clair	3				No.	No.				
70	Mich.	Wyandotte	2				No.	No.				
71	Miss.	De Luth	2				No.	No.				
72	Miss.	Hastings	2	1	Grammar and primary	600	No.	No.	High	32	High	
73	Miss.	Mankato	8		Primary	200	Yes	No.	High and grammar	11		
74	Miss.	Owatonna										
75	Miss.	Red Wing			High, gram., and prim.	1,010	Yes	No.	High	7		
76	Miss.	Rochester			Grammar and primary	969	Yes	No.	High	14	High	12
77	Mo.	Cape Girardeau							In all			
78	Mo.	Chillicothe							All			
79	Mo.	Independence										
80	Mo.	Jefferson City										
81	Mo.	Louisiana	6		Primary	400	Yes	Yes	High, inter., and gram	80		
82	Mo.	Macon			Primary	180	Yes	Yes		32		
83	Mo.	Westport										
84	Nev.	Anstin			Grammar	6		No.	Grammar	4		
85	Nev.	Hamilton										
86	N. J.	Atlantic City			Corporate		No.					
87	N. J.	Salem										
88	Ohio	Gallipolis		1	Primary			No.	In all			
89	Ohio	Lancaster	10		Primary	234	Yes	861				15
90	Ohio	Mount Vernon	5	3	Grammar and primary	284	Yes	883				6
91	Ohio	Urbana			Grammar	298	Yes	632	High	21	High	1
92	Ohio	Warren	1		Primary		No.		High	21	High	65
93	Tex.	Brownsville			High and grammar	75	Yes	60	Yes	80	High and grammar	
94	Tex.	Jefferson										
95	Utah	Ephraim City										
96	Utah	Manti										
97	Utah	Mount Pleasant										
98	Va.	Fredericksburgh										
99	Wis.	Appleton					No.	No.	1 ward school	35		
100	Wis.	Reloit	12		High, ung., gram., & inter.	450	Yes	850		15		8
101	Wis.	Green Bay	3		All		No.	No.				
102	Wis.	Kenosha	10	7			Yes	90	High	50		
103	Wis.	Portage										

a In West Waterloo.

51	Nebraska State Normal School	Peru, Nebr.	1867	T. J. Morpau	18,000	17,000	5	5	105	87	15	5	15	3	12
52	New Hampshire State Normal School	Plymouth, N. H.	1870	A. H. Bean, A. M.	13,000	17,000	5	5	102	96	6	5	16	3	13
53	Parsons Preparatory School	Beverly, N. J.	1856	J. F. Street, A. M.	1,500	1,500	7	6	38	22	3	3	489	98	397
54	New Jersey State Normal School	Trenton, N. J.	1853	L. M. Johnson, A. M.	15,000	15,000	13	12	192	104	68	2	1,830	47	15
55	New York State Normal School	Albany, N. Y.	1844	Joseph Allen, D.D., LL.D.	18,000	18,000	15	15	168	180	180	1	47	15	37
56	State Normal School	Brookport, N. Y.	1867	Prof. F. B. Palmer, A. M.	25,397	25,397	11	11	84	190	29	8	74	11	63
57	State Normal School	Buffalo, N. Y.	1867	Henry B. Buckham, A. M.	875	875	15	15	197	100	39	8	5	74	5
58	State Normal and Training School	Cortland, N. Y.	1869	J. H. Hoove, A. M.	18,000	18,000	10	16	179	112	32	3	57	11	55
59	Fredonia State Normal and Training School	Cortland, N. Y.	1869	J. W. Armstrong, D. D.	18,000	18,000	17	17	135	63	45	37	10	4	6
60	State Normal and Training School	Geneseo, N. Y.	1872	William J. Milne, A. M.	18,000	18,000	25	27	1	384	384	1	484	43	441
61	Normal College of City of New York	New York City, N. Y.	1870	Thos. Hunter, A. M., pres	18,000	18,000	13	12	1	321	321	1	22	1	21
62	Oswego State Normal and Training School	Oswego, N. Y.	1861	E. A. Shelton, A. M.	18,000	18,000	14	14	240	240	240	1	22	1	21
63	State Normal and Training School	Potsdam, N. Y.	1869	M. McVicar, Ph. D., LL. D.	18,000	18,000	2	5	214	139	51	4	49	28	21
64	Normal dept' Chauvelain Institute	Randolph, N. Y.	1866	Rev. J. T. Edwards, A. M.	18,000	18,000	6	6	72	52	14	6	914	163	51
65	Northwestern Ohio Normal School	Ada, Ohio	1871	A. S. Lehr, A. B.	5,500	5,500	15	15	351	256	85	10	4,201	7	4,201
66	City Normal School	Cincinnati, Ohio	1869	Delia A. Jathrop	5,500	5,500	11	8	3	397	234	22	18	7	4,201
67	McNeely Normal School	Hopedale, Ohio	1855	Edwin Regal	5,500	5,500	7	7	150	60	50	40	11	6	5
68	National Normal School	Lebanon, Ohio	1855	A. Holbrook	5,500	5,500	3	3	3	33	25	5	3	3	3
69	Western Reserve Normal School	Milam, Ohio	1853	Delia Palmer	5,500	5,500	7	7	363	343	17	3	9	6	3
70	Normal dept' Mount Union College	Mount Union, Ohio	1846	Rev. O. N. Hartshorn, LL. D.	5,500	5,500	9	4	156	78	78	8	11	6	5
71	Preparatory dept' Oberlin College	Oberlin, Ohio	1833	R. T. Cross	5,500	5,500	7	7	363	343	17	3	9	6	3
72	Orwell Normal Institute	Orwell, Ohio	1865	H. U. Johnson	5,500	5,500	7	7	363	343	17	3	9	6	3
73	Northwestern Normal School	Republic, Ohio	1870	J. F. Richard	5,500	5,500	9	4	156	78	78	8	11	6	5
74	Ohio Central Normal School	Worthington, Ohio	1870	William Mitchell, A. M., and John Ogden, A. M.	5,500	5,500	7	3	4	28	20	8	7	3	4
75	Normal School Wilberforce University	Xenia, Ohio	1872	D. A. Payne	5,500	5,500	7	7	5	5	5	5	5	5	5
76	Normal dept' Pacific University	Forest Grove, Oreg.	1870	A. J. Anderson	5,500	5,500	14	9	5	5	5	3	25	12	11
77	Bloomburgh State Normal School	Bloomburgh, Pa.	1869	John Hewitt	35,000	34,000	8	8	127	100	25	1	100	45	55
78	Northwestern State Normal School	Edinborough, Pa.	1861	J. A. Cooper	9,000	9,000	11	10	1	285	250	30	5	1	43
79	Keystone State Normal School	Kutztown, Pa.	1860	A. R. Horne	9,000	9,000	4	4	31	12	9	10	146	58	88
80	Normal dept' Lincoln University	Lower Oxford, Pa.	1867	J. B. Rendall	9,000	9,000	12	12	175	25	25	25	2	146	58
81	Pennsylvania State Normal School	Mansfield, Pa.	1862	C. H. Terrill, A. M.	15,000	15,000	23	22	1	495	350	100	45	300	168
82	Millersville State Normal School	Millersville, Pa.	1859	Edward Brooks	15,000	15,000	5	5	100	100	100	100	11	11	11
83	Southwestern Normal School	California, Pa.	1873	C. L. Ehrenfeld, A. M.	15,000	15,000	11	5	129	130	75	55	34	3	31
84	Cumberland Valley State Nor'l School	Shippensburg, Pa.	1871	George P. Beard	11,500	11,500	3	3	92	37	31	94	11	7	4
85	Rhode Island Normal School	Providence, R. I.	1871	J. C. Greenough	11,500	11,500	7	7	115	58	45	19	2	2	2
86	Normal class Avery Institute	Charleston, S. C.	1871	M. A. Warren	11,500	11,500	12	12	53	31	15	4	2	2	2
87	Le Moyne Normal School	Memphis, Tenn.	1871	J. H. Barnum	11,500	11,500	2	2	62	40	20	8	2	2	2
88	Normal class Fisk University	Nashville, Tenn.	1867	A. K. Spence	11,500	11,500	2	2	62	40	20	8	2	2	2
89	Normal department Central Tennessee College	Nashville, Tenn.	1868	J. Braden	11,500	11,500	4	4	29	33	7	6	36	2	24
90	State Normal School	Castleton, Vt.	1869	R. G. Williams	1,000	1,000	8	5	3	60	53	7	103	18	87
91	State Normal School	Johnson, Vt.	1867	H. S. Perrigo	1,000	1,000	6	6	154	138	16	1	148	52	96
92	State Normal School	Randolph Centre, Vt.	1867	Edward Conant	1,000	1,000	14	14	194	130	39	37	443	30	13
93	Hampton Normal Institute	Hampton, Va.	1864	S. C. Armstrong	3,300	3,300	5	5	90	29	28	33	34	12	22
94	Richmond Normal School	Richmond, Va.	1867	R. M. Manly	3,300	3,300	10	10	2	80	40	30	10	2	1
95	State Normal School	Fairmont, W. Va.	1867	J. C. Blair, LL. D.	3,300	3,300	3	3	102	60	26	16	2	1	4
96	Storer Normal School	Harper's Ferry, W. Va.	1868	N. C. Brackett	5,500	5,500	7	7	199	78	75	44	24	13	12
97	Marshall College State Normal School	Huntington, W. Va.	1868	J. E. Morrow, A. M.	5,500	5,500	8	7	1	199	78	75	24	13	12

TABLE IV.—Statistics of normal schools for 1879—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Is there a model school attached to the institution?	Do students receive diplomas or certificates on completion of course?	Are graduates who have received diplomas authorized by law to teach in the common schools of the State?	Scholastic year begins—	Time of anniversary.
1	Normal departm't Talladega College.	Talladega, Ala.	1870	N. N. Safford	Yes	Yes	Yes	November first Monday	March, fourth Thursday.
2	Pine Bluff Normal Institute	Pine Bluff, Ark.	1870	M. W. Martin	Yes	Yes	Yes	June, third Wednesday	January 17.
3	California State Normal School	San José, Cal.	1861	W. T. Lueky, D. D.	Yes	Yes	Yes	August 21	May, last Thursday.
4	Connecticut State Normal School	New Britain, Conn.	1850	I. N. Carleton, A. M.	Yes	Yes	Yes	September first Monday	June 10.
5	Normal University	Wilmington, Del.	1866	J. C. Harkness, A. M.	Yes	Yes	Yes	September 11	June 30.
6	Normal dep't Howard University	Washington, D. C.	1867	A. L. Barber, A. M.	Yes	Yes	Yes	September 1	
7	Evangelical Lutheran Teachers' Seminary.	Addison, Ill.	1864	G. C. W. Lindemann	Yes	Yes	Yes		
8	Southern Illinois Normal University	Carbondale, Ill.	1869		Yes	Yes	Yes		
9	Chicago Normal School	Chicago, Ill.	1871	E. C. Dehano	Yes	Yes	Yes		
10	Cook County Normal School	Englewood, Ill.	1907	D. S. Wentworth	Yes	Yes	Yes	September first Monday	July.
11	Normal department Berea College	Eureka, Ill.	1855	A. M. Weston	Yes	Yes	Yes	September, first Monday	June.
12	Northwestern German-English Normal School.	Galeua, Ill.	1868	J. Wernli	Yes	Yes	Yes	September, first Monday	June.
13	Normal dep't Northwestern College	Naperville, Ill.		Rev. A. A. Smith,	Yes	Yes	Yes	August	June.
14	Illinois State Normal University	Normal, Ill.	1857	Richard Edwards, pres.	Yes	Yes	Yes	September, second Monday	June.
15	Peoria County Normal School	Peoria, Ill.	1855	S. H. White	Yes	Yes	Yes	September	June.
16	Indiana State Normal School	Terre Haute, Ind.	1867	W. A. Jones, president	Yes	Yes	Yes		
17	Normal department Iowa College	Grinnell, Iowa	1867	Rev. G. F. Magoun, D. D.	Yes	Yes	Yes		
18	Normal department Iowa University	Iowa City, Iowa	1855	S. N. Fallow, president	Yes	Yes	Yes	September	June.
19	Normal department Whittier College	Salmon, Iowa	1865	C. C. Peckett & D. S. Wright	Yes	Yes	Yes	July	June, third Thursday.
20	Kansas State Normal School	Emporia, Kans.	1865	G. W. Hoss, A. M.	Yes	Yes	Yes	September, 2d Wednesday	June.
21	Leavenworth State Normal School of Kansas.	Leavenworth, Kans.	1870	J. A. Hamfield, A. M.	Yes	Yes	Yes	September, first Wednesday	June.
22	Normal department Berea College.	Berea, Ky.		Henry R. Chittenden, A. B.					
23	Normal course Georgetown College.	Georgetown, Ky.		Rev. N. M. Crawford, D. D., president.					

51	Nebraska State Normal School.....	Penn, Nebr.	1867	T. J. Morrish	Yes	September 5	June 30.
52	New Hampshire State Normal School.....	Plymouth, N. H.	1870	S. H. Peard, A. M.	Yes	September 2d Wednesday	December 20.
53	Farlow Preparatory School.....	Beverly, N. J.	1826	L. F. Street, A. M.	Yes	September 2	June, last Thursday.
54	New Jersey State Normal School.....	Trenton, N. J.	1834	L. M. Johnson, A. M.	Yes	September, first Wednesday	
55	New York State Normal School.....	Albany, N. Y.	1834	Joseph Hillien, D. D., LL. D.	Yes	September, first Wednesday	
56	State Normal School.....	Brookport, N. Y.	1867	Prof. F. B. Falmer, A. M.	Yes	September, first Wednesday	July, first Tuesday.
57	State Normal School.....	Rudolph, N. Y.	1867	Henry B. Buckham, A. M.	Yes	September, first Wednesday	July.
58	State Normal and Training School.....	Cordland, N. Y.	1869	J. H. Hoopes, A. M.	Yes	September, first Wednesday	
59	Fredonia State Normal and Training School.....	Fredonia, N. Y.	1869	J. W. Armstrong, D. D.	Yes	September, first Wednesday	June or July.
60	State Normal and Training School.....	Geneeso, N. Y.	1872	William J. Milne, A. M.	Yes	September, first Monday	June 28.
61	Normal College of City of New York School.....	New York City, N. Y.	1870	Thos. Hunter, A. M. pres.	Yes	September	
62	Oswego State Normal and Training School.....	Oswego, N. Y.	1861	E. A. Sheldon, A. M.	Yes	September, first Wednesday	July.
63	State Normal and Training School.....	Potsdam, N. Y.	1869	M. McVicar, Ph. D., LL. D.	Yes	June, first Thursday.	June.
64	Normal dep't Chamberlain Institute.....	Randolph, N. Y.	1866	Rev. J. T. Edwards, A. M.	Yes	August 30.	
65	Northwestern Ohio Normal School.....	Ada, Ohio.	1871	A. S. Lehr, A. B.	Yes	June, fifth Monday	
66	City Normal School.....	Cincinnati, Ohio	1869	Della A. Lathrop	Yes	September, first week	June, last week.
67	McNeely Normal School.....	Hopdale, Ohio.	1833	Edwin Regal	Yes	September 3	August 16.
68	National Normal School.....	Lebanon, Ohio.	1833	A. Holbrook	Yes	August 19	
69	Western Reserve Normal School.....	Milan, Ohio.	1872	Della Palmer	Yes	September	October.
70	Normal dep't Mount Union College.....	Mount Union, Ohio.	1846	Rev. O. N. Hartshorn, LL. D.	Yes	September, first Tuesday	August.
71	Preparatory dep't Oberlin College.....	Oberlin, Ohio.	1833	R. T. Cross	Yes	August	June 30.
72	Orwell Normal Institute.....	Orwell, Ohio.	1865	H. V. Johnson	Yes	September 3	August 14.
73	Northwestern Normal School.....	Republic, Ohio.	1870	J. F. Richard	Yes	September 3	
74	Ohio Central Normal School.....	Worthington, Ohio.		William Mitchell, A. M. and John Ogden, A. M.	Yes	September, first Wednesday	June, third Wednesday.
75	Normal School Wilberforce University.....	Xenia, Ohio.	1878	D. A. Payne	Yes	September, first Wednesday	June, first Wednesday.
76	Normal dep't Pacific University.....	Forest Grove, Oreg.	1870	A. J. Anderson	Yes	August, third Monday	June, third Thursday.
77	Bloomersburgh State Normal School.....	Bloomersburgh, Pa.	1869	John Hewitt	Yes	August, third Tuesday	June.
78	Northwestern State Normal School.....	Edinborough, Pa.	1861	J. A. Cooper	Yes	August 5	June 18.
79	Keystone State Normal School.....	Kutztown, Pa.	1866	A. R. Horne	Yes	September, third Thursday	June.
80	Normal dep't Lincoln University.....	Lower Oxford, Pa.	1862	J. B. Rendall	Yes	September, first Wednesday	June, last Thursday.
81	Pennsylvania State Normal School.....	Mansfield, Pa.	1862	C. H. Terrill, A. M.	Yes	September, second Monday	July 18.
82	Millersville State Normal School.....	Millersville, Pa.	1859	Edward Brooks	Yes	September, first Tuesday	June, last Friday.
83	Southwestern Normal School.....	California, Pa.	1873	George P. Beard	Yes	October 1	April 1.
84	Rumder Island Valley State Nor'l School.....	Shippenburgh, Pa.	1871	J. C. Greenough	Yes	September	May, last Thursday.
85	Normal class Avery Institute.....	Providence, R. I.	1867	M. A. Warren	Yes	September, first Monday	May 24.
86	Le Moyne Normal School.....	Memphis, Tenn.	1871	J. H. Barnum	Yes	September 2	
87	Normal class Fisk University.....	Nashville, Tenn.	1867	A. K. Spence	Yes	September, first Thursday	June last Thursday.
88	Normal department Central Tennessee College.....	Nashville, Tenn.	1866	J. Braden	Yes	August 28	July.
89	State Normal School.....	Castleton, Vt.	1869	R. G. Williams	Yes	August, third Tuesday	June.
90	State Normal School.....	Johnson, Vt.	1867	H. S. Perrigo	Yes	October 1	June 25.
91	State Normal School.....	Randolph Centre, Vt.	1867	Edward Conant	Yes	October 1	June, last Thursday.
92	Hampton Normal Institute.....	Hampton, Va.	1868	S. C. Armstrong	Yes	September 5	June 25.
93	Richmond Normal Institute.....	Richmond, Va.	1867	R. M. Maule	Yes	September, last Monday	June, last Thursday.
94	State Normal School.....	Fairmont, W. Va.	1867	J. G. Blair, LL. D.	Yes	September, third Monday	June, fourth Thursday.
95	Storer Normal School.....	Jarpet's Ferry, W. Va.	1868	J. C. Buckneth	Yes	September, third Monday	
96	Marshall College State Normal School.....	Huntington, W. Va.	1868	J. E. Morrow, A. M.	Yes		

40	Bryant, Stratton & Smith International Business College.	Meadville, Pa.	1866	A. W. Smith.	3	1	4	50	30	80	50	1, 209
50	Business department of Lincoln University.	Lower Oxford, Pa.	1866	John B. Kendall, A. B.	4	4	4	25	—	95	—	—
51	Pierce's Business College.	Philadelphia, Pa.	1865	Thomas M. Pierce, M. A.	5	5	5	102	—	102	—	254
52	Crittenden's Philadelphia Commercial College.	do.	1844	John Grassbeck.	11	11	11	—	—	410	—	—
53	Iron City College.	Pittsburgh, Pa.	1855	J. C. Smith, A. M.	6	6	6	350	—	350	—	16, 000
54	Commercial course of St. Vincent's College.	Westmoreland Co., Pa.	1870	Re. Rev. E. Wimmer, O. S. B., president.	—	—	—	—	—	40	—	—
55	Warner's, Bryant & Stratton Business College.	Providence, R. I.	1870	R. W. McDonald, president.	2	2	2	24	—	24	15	40
56	Commercial department, Cumberland University.	Lebanon, Tenn.	—	Marcus Ammen, principal.	—	—	—	19	—	19	—	—
57	Business school of Washington and Lee University.	Lexington, Va.	—	—	—	—	—	—	—	—	—	—
58	Commercial College.	Richmond, Va.	1866	Dr. A. L. Mayer, president.	5	5	5	—	—	75	—	—
59	Telegraph school.	do.	1871	Paynter & McGovern.	2	2	2	—	—	45	—	—
60	Old Dominion Business College.	do.	1868	G. Morris Nicol.	2	2	2	76	—	76	—	32
61	Business course of Emory and Henry College.	Near Wytheville, Va.	—	Rev. E. E. Wiley, D. D., pres't.	—	—	—	—	—	—	—	—
62	Commercial school, Lawrence University.	Appleton, Wis.	1871	O. P. De Land.	1	1	1	50	15	65	—	142
63	Jamesville Commercial College.	Jamesville, Wis.	1866	A. L. Reed.	2	2	2	105	21	126	—	—
64	Commercial department of Milton College.	Milton, Wis.	1867	W. C. Whitford.	1	1	1	30	3	33	—	—
65	Spencerian Business College.	Milwaukee, Wis.	1870	Robert Spencer.	4	2	6	122	7	129	—	81
66	Commercial department, Howard University.	Washington, D. C.	1867	—	2	2	2	—	—	84	—	—
67	Spencer's Business College.	do.	—	—	—	—	—	—	—	—	—	—

a A. J. Montague and J. F. Curtis.

b H. B. McCreech and Thomas Shields.

c E. R. Felton and A. E. Bigelow.

29*	Trenton Business College.	Trenton, N. J.	1865	A. J. Rider.	1	41	75	300	September 1.
30	Clark, Bryant & Stratton's Business College.	Brooklyn, N. Y.	1865	Brother Justus.	5	44	30		First Monday Sept.
31	Commercial course of Brooklyn Collegiate and Polytechnic Institute.	do	1846	Joseph Shea, S. J.	6	43	350		First Wednesday Sept.
32	Commercial department, St. Joseph's College.	Buffalo, N. Y.	1861	H. Hudson, S. J.	4	40	60		First Monday Sept.
33	Bryant & Stratton's Buffalo Business College.	Fordham, N. Y.	1838	Thomas H. Dolbear	1	52	130-150		Any time.
34	Commercial course of St. John's College.	New York City, N. Y.	1849	S. S. Packard	2	48	300	1,000	Any time.
35	Commercial department, St. Francis Xavier College.	do	1863	Martin S. Paine	6 mos.	52	30		September 1.
36	Dolbear's Commercial College.	do	1871	L. L. Williams	14	52	40-100		September 1.
37	Paine's Business College.	Rochester, N. Y.	1862	Jno. R. Carnell	48	48	60-95	200	September 1.
38	Commercial department of Wake Forest College.	Troy, N. Y.	1862	McCreary & Shields (c)	6 mos.	48	100		September 1.
39	Commercial department of Trinity College.	Utica, N. Y.	1867	Prof. L. E. Mills, A. M.	1	14	25		November 20.
40	Commercial department of Baldwin University.	Near Highpoint, N. C.	1842	Rev. B. Craven, D. D., pres't	3	40	60		First Monday Sept.
41	Commercial department of St. Xavier College.	Berea, Ohio	1832	J. H. Brown	3	40	60		Any time.
42	Union Business College.	Cincinnati, Ohio	1852	L. Bushart	2	52	75		Any time.
43	Commercial department of St. Xavier College.	Cleveland, Ohio	1865	E. K. Ryan	1	42	50		September.
44	Commercial department of St. Xavier College.	Columbus, Ohio	1869	O. U. Hartshorn, president	1	44	44	500	Do.
45	Commercial department of Willamette University.	Mount Union, Ohio	1853	T. H. Crawford	1	39	9		Second Monday Sept.
46	Commercial department of Lebanon Valley College.	Salon, Oreg.	1870	L. H. Hammond, A. M., pres't.					
47	Commercial course, Villanova College.	Annaville, Pa							
48	Commercial course, Villanova College.	Delaware County, Pa.		Very Rev. P. A. Stanton, O. S. A., president.	2	48			July 15.
49	Bryant, Stratton & Smith International Business College.	Meadville, Pa.	1866	A. W. Smith	3	36	25		Third Thursday Sept.
50	Business department of Lincoln University.	Lower Oxford, Pa.	1865	John B. Rendall, A. B.	3	50	100		September 1.
51	Pierce's Business College.	Philadelphia, Pa.	1855	Thomas M. Pierce, M. A.	51	51	377		Any time.
52	Crittendon's Philadelphia Commercial College.	do	1855	John Grossbeck	52	52	50		Any time.
53	Iron City College.	Pittsburgh, Pa.	1870	J. C. Smith, A. M.					Any time.
54	Commercial course of St. Vincent's College.	Westmoreland Co., Pa.	1870	Rev. Rev. B. Wimmer, O. S. B., president.					
55	Warner's Bryant & Stratton Business College.	Providence, R. I.	1870	B. W. McDonald, president	5 mos.	40	30		First Monday Sept.
56	Commercial department, Cumberland University.	Lebanon, Tenn.		Marcus Ammen, principal.					
57	Business school of Washington and Lee University.	Lexington, Va.	1866	Dr. A. L. Mayer, president					
58	Commercial College.	Richmond, Va.	1871	Payner & McCovern.	1	34	50	450	October 1.
59	Tetraph school.	do	1868	G. M. Porter, N. Col.	2	30	25-30		Second Wed'y Sept.
60	Old Dominion Business College.	Near Wytterville, Va.	1871	Rev. E. E. Wiley, D. D., pres't	6 mos.	30	40		Any time.
61	Business course of Emory and Henry College.	Near Wytterville, Va.	1860	O. J. De Land.	3	50	37		August 30.
62	Commercial school, Lawrence University.	Jappletun, Wis.	1867	A. J. Reed	6 mos.	52	50-60	150	Any time.
63	Lancaster Commercial College.	Milton, Wis.	1870	W. C. Whitford					
64	Commercial department of Milton College.	Milwaukee, Wis.	1861	Robert Spencer					
65	Specoerian Business College.	Washington, D. C.	1861						
66	Commercial department, Howard University.	do							
67	Spencer's Business College.	do							

a A. J. Montague and J. F. Curdia.

b Life scholarship for full course.

c H. H. McCreary and Thomas Shields.

d E. R. Felton and A. E. Bigelow.

95	School for Young Ladies.....	Washington, D. C.	1841	Madame Barr.....	50				
96	Young Ladies Seminary.....	Washington, D. C.	1856	Miss M. J. Harrover.....	10				
97	Saint Joseph's Academy (g).....	Jacksonville, Fla.	1860	Mother Simone.....	100				
98	Convent of Mary Immaculate (g).....	Key West, Fla.	1869	Mother M. Emphraisa.....	172				6
99	Sisters of the Holy Names of Jesus and Mary.....	Key West, Fla.	1869	Mother M. Felicita.....	131				6
100	Peabody Institute.....	Saint Augustine, Fla.	1868	Daniel Waterbury.....	146	70	12	12	6
101	Academy of the Immaculate Conception (g).....	Atlanta, Ga.	1866	Sister Jeanne Frances.....	130				4
102	Saint Mary's Academy (g).....	Augusta, Ga.	1853	Sister M. Ignatius.....	100				
103	Carroll Masonic Institute.....	Carrollton, Ga.	1871	J. M. Richardson.....	73	40	38		
104	Kearn Manual Labor School.....	Cave Spring, Ga.	1839	P. J. King.....	30	30	3		3
105	Shade's School for Boys.....	Columbus, Ga.	1847	J. J. Shade.....	40	40	18	3	4
106	Hillard Institute*.....	Forsyth, Ga.	1857	B. M. Turner.....	54	54			
107	Samed Bailey Male Institute*.....	Griffin, Ga.	1870	Maj. W. F. Slaton, A. M.....	108	108			
108	Bradwell Institute*.....	Hinesville, Ga.	1871	S. D. Bradwell.....	69	35	23		
109	Marlin Institute*.....	Jefferson, Ga.	1857	J. W. Glenn.....	154	92	62		
110	La Grange High School*.....	La Grange, Ga.	1857	R. E. Park.....	115	115			
111	Marietta Male Academy*.....	Marietta, Ga.	1870	R. E. Park, A. M.....	60	60			
112	Mount Zion School.....	Mount Zion, Ga.	1854	W. J. Northen.....	25	25	17		4
113	Lewis High School.....	Macon City, Ga.	1868	Mary E. Sanda.....	467	176	291		3
114	Repbab High School*.....	Richmond Factory, Ga.	1861	Rev. W. L. Kilpatrick.....	110	54	36		
115	Academy of St. Vincent de Paul (g).....	Savannah, Ga.	1845	Sister M. Agnes.....	136				
116	Collinsworth Institute.....	Talbotton, Ga.	1837	J. T. McLaughlin, A. M.....	60	60	20	10	3
117	Fletcher Institute*.....	Thomasville, Ga.	1850	Rev. J. F. Nixon.....	42	42			
118	German Evangelical Lutheran School*.....	Addison, Ill.	1850	James Henderson.....	142				
119	Mercer County Collegiate Institute.....	Aledo, Ill.	1872	Mother Josephine.....	66	26	40		
120	Ursuline Academy (g).....	Alton, Ill.	1839	Sister M. Jerome.....	30				
121	Jennings Seminary*.....	Aurora, Ill.	1859	Rev. R. Conover.....	321	166	155		
122	Institute of the Immaculate Conception (g).....	Belleville, Ill.	1859	Sister M. Sopronia.....	100				
123	Bloomington Female Seminary.....	Bloomington, Ill.	1826	Rev. R. Conover.....	40				
124	Loretto Academy (g).....	Cairo, Ill.	1854	Sister Sopronia.....	175				
125	Champaign Female Seminary*.....	Champaign, Ill.	1854	.....	70				
126	Graham Seminary.....	Chicago, Ill.	.....	.....	35				
127	Dearborn Seminary*.....	Chicago, Ill.	.....	.....	170				
128	Young Ladies Seminary.....	Chicago, Ill.	.....	.....	20	4	26		
129	Chicago Academy.....	Chicago, Ill.	.....	.....	31	31			
130	Palmer's Academy.....	Chicago, Ill.	1860	Frank Brown.....	15	16			
131	English and Classical School.....	Chicago, Ill.	.....	.....	50	25	25		
132	Saint Xavier's Academy.....	Chicago, Ill.	.....	.....	60	60			
133	Benedict Academy.....	Chicago, Ill.	.....	.....	95	95			
134	Seminary of the Sacred Heart (g).....	Chicago, Ill.	1858	Rev. M. R. Gauthreaux.....	130				
135	German Institute.....	Chicago, Ill.	.....	.....	160	80	80		
136	DuValle High School.....	Danville, Ill.	1869	J. G. Sheek.....	66	17	49	2	1
137	Monticello Seminary.....	Godfrey, Ill.	.....	.....	130				
138	Young Ladies' Atheneum*.....	Knockville, Ill.	1837	Harriet N. Haskell.....	172				
139	Ewing University*.....	Knockville, Ill.	.....	.....	80				
140	Lake Forest Academy*.....	Lake Forest, Ill.	104	86	18		
141	Christian Brothers Academy.....	La Salle, Ill.	1868	Brother Artemian.....	130				

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166	Wareland Collegiate Institute.	Wareland, Ind.	1853 1849	I. M. Naylor.	R. C.	4	2	2	74	40	34	6	10
167	Academy of the Immaculate Conception.	Davenport, Iowa.	1869 1826	Sister M. Alphonso.	R. C.	13	13	13	153	95	130	4	3
168	Denmark Academy.	Denmark, Iowa.	1843 1843	H. K. Edson.	Cong.	5	2	3	308	174	134	2	7
169	Dubuque High School.	Dubuque, Iowa.	1806	W. H. Beach, A. M.	R. C.	4	1	3	95	32	63	2	3
170	Adrian Collegiate Institute.	Irving, Iowa.	1802	Rev. A. Craven.	R. C.	6	7	8	80	80	80	2	7
171	Saint Benedict's College.	Atchison, Kans.	1866 1830	Rev. G. Christoph, O. S. B.	R. C.	4	1	3	80	44	30	2	7
172	Hartford Collegiate Institute.	Hartford, Kans.	1802	A. D. Chambers, A. M.	R. C.	4	3	5	125	50	75	2	7
173	Wetmore Institute.	Irving, Kans.	1802	Prof. C. E. Tabbets.	Pres.	2	7	8	80	140	80	2	7
174	Saint Ann's Academy.	Osgo Mission, Kans.	1870 1871	Mother B. Mayden.	R. C.	2	7	8	140	140	40	2	7
175	Saint Mary's College.	Osage Mission, Kans.	1869 1865	Rev. F. J. Ward, S. J.	R. C.	2	8	8	300	45	45	2	7
176	Seminary of the Assumption.	Topoka, Kans.	1866	Rev. J. H. Defouri.	R. C.	28	8	8	300	300	300	2	7
177	Nazareth Academy (g).	Barstow, Ky.	1812	Mother Frances.	R. C.	10	10	10	40	30	40	2	7
178	Saint Joseph's College and Seminary.	Barstow, Ky.	1824 1819	Rev. M. M. Coghlan.	R. C.	10	10	10	40	30	40	2	7
179	Saint Theresa Academy.	Concordia, Ky.	1830	Sister M. Agnes.	R. C.	5	5	5	50	50	50	2	7
180	Bethlehem Academy (g).	Elizabethtown, Ky.	1830	Mother B. Bowles.	R. C.	10	10	10	100	100	100	2	7
181	Green River Academy.	Elkton, Ky.	1871	A. J. Laughlin.	Drs.	2	1	1	80	40	40	2	7
182	School of the Parish of the Good Shepherd.	Frankford, Ky.	1867	Brother Flavian.	R. C.	5	2	3	135	70	65	2	7
183	Mount Olive School (g).	Gettsemans, Ky.	1868 1866	Mother de Chantal.	R. C.	5	5	5	53	53	53	2	7
184	Calvary Academy (g).	Lebanon, Ky.	1816	Sister Fobronia Cecil.	R. C.	5	5	5	45	45	45	2	7
185	Saint Augustine's Academy (g).	Lebanon, Ky.	1883	Sister Mary Alice.	R. C.	4	4	4	65	65	65	2	7
186	Loretto Academy (g).	Loretto, Ky.	1812	Mother Elizabeth Hayden.	R. C.	10	80	80	80	80	80	2	7
187	Academy of the Visitation.	Maysville, Ky.	1866 1865	Sister M. M. Strunzel.	R. C.	14	14	14	65	65	65	2	7
188	Academy of St. Vincent de Paul (g).	Morganfield, Ky.	1820	Sister S. Fenwick.	R. C.	11	11	11	156	156	156	2	7
189	Saint Francis Academy.	Owensborough, Ky.	1868	Sister Theodora.	R. C.	8	8	8	130	130	130	2	7
190	Saint Charles Academy.	Paris, Ky.	1868	Sister Mary Deichmans.	R. C.	5	5	5	50	50	50	2	7
191	Saint Benedict's Academy (g).	Portland, Ky.	1842	Mother Felicitas Webb.	R. C.	10	2	4	241	241	241	2	7
192	Shelby Graded School.	Shelbyville, Ky.	1871 1871	R. W. Moley.	R. C.	6	6	6	80	80	80	2	7
193	Academy of Saint Catharine of Siena.	Springfield, Ky.	1840 1832	Mother Regina O'Meara.	R. C.	8	8	8	80	80	80	2	7
194	Saint Vincent Academy (g).	Union County, Ky.	1869	Sister Scholastica.	R. C.	10	10	10	135	135	135	2	7
195	Academy of Saint Vincent.	Fairfield, La.	1869 1868	Mother Mary Hyacinth.	R. C.	6	6	6	21	21	21	2	7
196	Convent of the Presentation (g).	Marksville, La.	1855	Sister A. de Jesus.	R. C.	5	5	5	48	48	48	2	7
197	Saint Hyacinth's Academy.	Monroe, La.	1800	Sister Seraphina.	R. C.	5	5	5	35	35	35	2	7
198	Hebrew Education Society.	New Orleans, La.	1867 1866	A. B. Chaudler.	Heb.	7	4	3	270	150	150	2	7
199	New Orleans Central Boys' High School.	New Orleans, La.	1867	Rev. John Percival.	R. C.	6	6	6	150	150	150	2	7
200	Saint Aloysius Academy.	New Orleans, La.	1869	Brother Stanislaus.	R. C.	5	5	5	100	100	100	2	7
201	Saint Joseph's School (g).	New Orleans, La.	1871	Sister Angelica.	R. C.	1	1	1	90	90	90	2	7
202	Saint Simon's Academy (g).	New Orleans, La.	1860	Sister Candida.	R. C.	10	10	10	141	141	141	2	7
203	Ursuline Order.	New Orleans, La.	1787	Sister St. Seraphine.	R. C.	19	1	18	100	100	100	2	7
204	Somerset Academy.	Athens, Mo.	1850	A. F. Goodnow.	R. C.	3	2	2	95	50	45	2	7
205	Auburn High School.	Auburn, Mo.	1868	C. E. Gay.	R. C.	3	2	1	107	37	37	2	7
206	Bethel Hill Me.	Bethel Hill, Mo.	1806 1806	C. H. Horey.	R. C.	3	1	2	108	42	66	10	7
207	Buehill Academy.	Buehill, Mo.	1803 1803	Rev. G. Forsyth.	M. E.	6	3	3	216	135	81	6	7
208	East Maine Conference Seminary.	Bucksport, Me.	1850 1831	J. I. Richard.	M. E.	2	1	1	47	30	47	6	7
209	Galatia Academy and High School.	Calden, Me.	1850 1831	F. H. Campbell.	M. E.	2	1	1	97	30	48	12	7
210	Cherry Hill Academy.	Cherryfield, Me.	1850 1850	D. H. Sherman.	Union.	6	2	4	155	73	70	6	7
211	Corinna Union Academy.	Corinna, Me.	1858 1852	G. H. Stockbridge.	Union.	2	1	1	40	14	35	1	7
212	Baynton High School.	Bayport, Me.	1891		Union.	2	1	1	40	14	35	1	7

STATISTICAL TABLES.

395	Ungersford Collegiate Institute; School.	Adams, N. Y.	1864	8,000	A. B. Watkins.	191	7	5	229	143	200	6	6	2	10
396	Adison Academy and Union School.	Adison, N. Y.	1864		Theo. F. Welch, A. B.	7	1	6	178						
397	Albany Academy for Boys.	Albany, N. Y.	1813		M. E. Gates	10	6	4	194	194	45	20	3		5
398	Albany Female Academy.	Albany, N. Y.	1813		Miss Louisa Ostrom.										
399	Christian Brothers' Academy.	Albany, N. Y.			Brother Hugh										
400	Albion Academy.	Albion, N. Y.			Oliver Morehouse, A. M.	4	2	2	172						
401	Phippa Union Seminary.	Albion, N. Y.			Mrs. Caroline P. Achilles	6	4	6	115						
402	Alfred University, Academic Department.	Alfred, N. Y.			Jonathan Allen, A. M.	10	6	4	354						
403	Saint Elizabeth's Convent (g)	Allegany, N. Y.	1864		Mother M. Teresa.	9			50	50					
404	Amenia Seminary.	Amenia, N. Y.	1835		S. F. Frost.	10	5	5	203	130	83	10	5	3	2
405	Ames Academy.	Ames, N. Y.	1839		A. B. Miller	8	2	3	131	72	39	20	3		8
406	Amsterdam Academy.	Amsterdam, N. Y.	1845		C. C. Wetzel	6	3	6	164						
407	Black River Conference Seminary.	Antwerp, N. Y.			Rev. E. C. Bruce, A. M.										
408	Arcade Academy.	Arcade, N. Y.			D. N. Burke, A. B.	3	1	2	67						
409	Argyle Academy.	Argyle, N. Y.			And'w J. McNaught, A. B.	2	2	2	80						
410	Attica Union School.	Attica, N. Y.			Thomas B. Lovell, A. M.	5	1	4	115						9
411	Auburn Academic High School.	Auburn, N. Y.	1866		J. E. Myer, A. M.	4	2	2	109	31	78	20	4		3
412	Augusta Academy.	Augusta, N. Y.	1833		H. M. Hawley, secretary	2	1	1	35	15	20	8	3		9
413	Cayuga Lake Academy.	Aurora, N. Y.	1801		C. Kelsey, A. M.	4	1	3	57	27	30	5	6	1	3
414	Baldwinsville Free Academy.	Baldwinsville, N. Y.	1864		A. E. Lasher	4	1	3	176	76	100	10	20	4	5
415	Batavia Union School.	Batavia, N. Y.	1862		Gariber Fuller.	4	2	2	125	65	60				
416	Haverling Union School.	Bath, N. Y.			E. H. Latimer, A. M.	5	1	4	139						
417	Genesee Valley Seminary.	Bellefleur, N. Y.			R. A. Waterbury, A. B.	12	4	8	150						1
418	Union Academy of Bellefleur.	Bellefleur, N. Y.	1836		W. W. Grant.	6	5	1	62	30	32	3			
419	Binghamton Academy.	Binghamton, N. Y.			George Jackson, A. M.	5	2	3	150						
420	Brookfield Academy.	Brookfield, N. Y.			Julius C. Babcock	1	1	1	58						
421	Academy of Visitation.	Brooklyn, N. Y.	1855		Mother M. Lignor.	12			130	130					
422	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y.			David H. Cochran, Ph. D., LL. D.	27	25	9	562						
423	Saint Mary's Academy.	Brooklyn, N. Y.	1855		Sister M. Cecilia.	9		9	500	500					20
424	Buffalo Central School.	Buffalo, N. Y.	1862		R. T. Spencer	13	6	7	315	110	205	10	6	3	30
425	Saint Joseph's Academy (g)	Buffalo, N. Y.	1858		Sister Mary Agnes	4			160	160					
426	Cambridge Washington Academy.	Cambridge, N. Y.	1815		Amelia Merriam	6	1	5	158	71	87	1			
427	Canadagua Academy.	Canadagua, N. Y.	1795	15,000	N. T. Clarke, A. M.	6	6	6	180	180					3
428	Canton Academy and Union School.	Canton, N. Y.			John S. Miller, A. B.	7	1	6	240						
429	Catskill Free Academy.	Catskill, N. Y.	1807		W. P. McLeary	2	1	6	60	23	37	9			
430	Central New York Conference Seminary.	Cazenovia, N. Y.	1825		Rev. W. S. Smytho, A. M.	16	10	1	595	374	821	74	81	18	3
431	Champlain Academy.	Champlain, N. Y.	1831		S. H. Foster, A. B.	2	1	1	61						
432	New York Conference Seminary and Collegiate Institute.	Charlotteville, N. Y.	1831		Rev. S. Siss	7	4	3	190	100	90	10			15
433	Yates Polytechnic Institute.	Chittenango, N. Y.	1833		H. E. Barrett	3	1	2	12	5	7	2			
434	Cincinnati Academy.	Cincinnati, N. Y.			George A. Haven	3	1	2	50						
435	Clarence Classical Union School.	Clarence, N. Y.			H. C. D. Groat	1	1	1	137						
436	Clayton Academy and Hudson River Institute.	Cloverack, N. Y.	1854		Rev. A. Fack, A. M.	26	11	15	255	174	81	102	10		16
437	Clinton Liberal Institute.	Clinton, N. Y.	1822	40,000	A. G. Lewis	14	4	10	200	120	80	10			7
438	Clinton Grammar School.	Clinton, N. Y.	1822		J. C. Gallup, A. M., M. D.	8	1	7	80						

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464	Delaware Literary Institute	Franklin, N. Y.	1836-1836	80,000	G. W. Briggs, A. M.	Presby	7	4	3	231	164	57	34	6	5	1	9
465	Ten Broeck Free Academy	Franklinville, N. Y.	1862-1867		W. M. Benson, A. M.	Presby	9	4	5	313	143	108	10		5		6
470	Friendship Academy	Friendship, N. Y.	1837-1836		W. H. Pitt, A. M.	Presby	3	2	1	216							
471	Fairy Seminary	Fulton, N. Y.	1837-1836	10,000	Rev. James Gilmore, A. M.	Presby	5	2	3	83	40	42	4	3	1	2	6
472	Genesee Academy	Genesee, N. Y.	1837-1836		Rev. J. Jones & D. D.	Presby	4	2	2	50	43	16	8		1		3
473	Geneva Classical and Union School	Geneva, N. Y.			W. H. Vrooman, A. M.		16	3	13	361							
474	Gilbertsville Academy	Gilbertsville, N. Y.	1841-1839	2,500	Abel Wood, A. M.	Cong	3	2	1	89	48	34	6				
475	Glen Falls Academy	Glen Falls, N. Y.		20,000	A. B. Abbott, A. M.		10	4	6	308							
476	Gouverneur Wesleyan Seminary	Gouverneur, N. Y.			M. H. Fette, A. B.		1	1			12			2			
477	Greenville Academy	Greenville, N. Y.			Philetus Phillips, A. M.		1	1		79							
478	Greenwich Union Free School	Greenwich, N. Y.	1839-1839		C. J. Doughty	Unsect	6	1	5	250	130	4	2				
479	Groton Academy	Groton, N. Y.			Marvin M. Baldwin, A. M.		5	2	3	131							
480	Gloversville Union School	Gloversville, N. Y.			Henry A. Pratt, A. B.		2	1	1	51							
481	Half Moon Academy	Half Moon, N. Y.			Martin L. Ferris		3	1	2	68							
482	Hamburg Union School and Academy	Hamburg, N. Y.	1864-1870		C. W. Richards		4	1	3	330	180	140		1			
483	Grammar School of Madison University	Hamilton, N. Y.	1853-1832		J. M. Taylor, A. M.	Baptist	4	4		47	47		45	2	16		
484	Hartwick Seminary	Hartwick, N. Y.	1816-1816	40,000	Rev. J. Pitcher	Luth	5	4	1	70	42	28					
485	Hastings Commercial and Collegiate Institute	Hastings-on-Hudson, N. Y.	1869		O. W. Starr	P. E.	2	1	1	31	15	3	1				
486	Haverstraw Mountain Institute	Haverstraw, N. Y.	1853		Lavalette Wilson		2	1	1	52	44	8					4
487	Holley Union School and Academy	Holley, N. Y.			Abel Stilson		4	1	3	78							
488	Cortland Academy	Homer, N. Y.	1819-1819		G. B. Manley		5	2	3	204	104	100	2		3		
489	Hoosick Falls Union School	Hoosick Falls, N. Y.			J. K. Hull, A. B.		2	1	1	131							
490	Hudson Academy	Hudson, N. Y.			Rev. Abraham Mattice, A. M.		7	4	3	143							
491	Huntington Union School	Huntington, N. Y.			Charles G. Holyoke, A. B.		4	2	2	67							
492	Ithaca Academy	Ithaca, N. Y.			Wesley C. Ginn, A. M.	Reform'd	10	3	7	356							
493	Jameson Union School and Collegiate Institute	Jameson, N. Y.	1792-1792		Mrs. James A. Fleury		4	4	5	50	5	54					10
494	Jamestown Union School	Jamestown, N. Y.	1863-1865		S. G. Love, A. M.		9	3	6	258	127	131	7		1		
495	Johnstown Union School	Johnstown, N. Y.			George T. Chaco, A. B.		1	1		52							
496	Jordan Academy	Jordan, N. Y.			Era B. Fancher, A. B.		3	1	2	133							
497	Keesville Union Free School	Keesville, N. Y.	1870		E. F. Ballard, A. M.		9	1	8	450	200	350	6				
498	Kingston Academy	Kingston, N. Y.	1785-1774		Charles Curtis, A. M.	Dutch R.	3	2	1	61	24	37	20	14	8		14
499	Lansburgh Academy	Lansburgh, N. Y.			Mrs. Emma O'Donnell		5	1	5	85	32	36					
500	Lanuceville Academy	Lanuceville, N. Y.	1861-1861		Elizabeth Hill	P. E.	3	1	2	59							
501	Le Roy Academy	Le Roy, N. Y.	1864-1864	40,000	E. H. Russell		9	4	2	300	182	118	12	6	3		
502	Liberty Normal Institute	Liberty, N. Y.			M. P. H. Fisk, A. M.	M. E.	4	2	2	68							25
503	Geneva Wesleyan Seminary	Lima, N. Y.	1833-1832		Rev. J. F. Fisk, A. M.		13	6	1	220	105	116	30	10			
504	Academy at Little Falls	Little Falls, N. Y.	1844-1832		W. F. Bridge		2	1	1	100	60	40					2
505	Lockport Union School	Lockport, N. Y.	1850-1848		A. B. Evans, A. M.		3	3	5	325	158	177	21	6	3		4
506	Lowville Academy	Lowville, N. Y.	1868	45,000	G. C. Waterman		4	2	3	77	38	28					6
507	Lyon Union School	Lyon, N. Y.	1846-1846		George C. Kingsley		14	3	11	568	228	359	10		1		
508	Madison Academy	Madison Center, N. Y.			George C. Andrews		2	1	1	61							
509	Franklin Academy	Madison, N. Y.			W. S. Atmuck, A. M.		1	1	2	100							1
510	Marion Collegiate Institute	Marion, N. Y.	1855-1855		W. T. Mills		2	1	1	157	80	77					
511	Mayville Union School	Mayville, N. Y.			Thomson J. Pratt		2	1	1	114							
512	McGrawville Union School	McGrawville, N. Y.			E. A. Williams		3	1	2	95							

687	Pennsylvania Military Acad. (C)	Chester, Pa.	1870	25,000	Col. Theo. Hyatt.	11	143	143	1	17
688	Cheney Valley Academy	Douningtown, Pa.	1870		P. D. Long	6	40	40	5	
689	Ethiopia Academy	Ethiopia, Pa.	1874		Rev. A. Donaldson, D. D.	3	2	2	3	1
690	Saint Benedict's Academy	Erie, Pa.	1874		M. Scholastica, O. S. B.	17	60	60		
691	Academy of Our Lady of the Sacred Heart (g)	Harrisburgh, Pa.	1879		Mother M. Clare	8	50	50		
692	Lottor Academy	Hatboro, N. J.	1812-1812		Rev. M. Heuth	3	1	50	20	10
693	West Branch Boarding and High School	Jersey Shore, Pa.	1852-1852	25,000	Elizabeth Hall	5	3	60	25	35
694	Wyoming Seminary	Kingson, Pa.	1844		David Copeland, A. M.	17	300	300		
695	Mount Dempsey Academy (S)	Landsburgh, Pa.	1844		Lewia B. Kerr	1	41	36	15	
696	McKeesport Academy and Graded School	McKeesport, Pa.	1868		J. A. Bower	2	2			
697	Cumberland Valley Institute (S)	Mechanicsburgh, Pa.			A. H. Egg, A. M.	4	30	30		
698	Greenwood Seminary (S)	Millsville, Pa.			William Burgess	2	120	70	50	
699	Laird Institute (S)	Murrysville, Pa.			G. M. Spargrove	2	41	26	15	
700	Nazareth Hall	Nazareth, Pa.	1863-1785		Eugene Leibert	13	13	121		
701	Tremonant Seminary	Norristown, Pa.	1844		J. W. Loch	7	6	1	121	120
702	Academy of the Assumption, B. V. M. (g)	Philadelphia, Pa.			Mother Mary Xavier	6	70	70		
703	Academy of the Sisters of Mercy	Philadelphia, Pa.	1867-1867		Mother M. P. Waldron	7	75	75		3
704	Convent of the Society of the Holy Child Jesus (g)	Philadelphia, Pa.	1869		Mother Mary Xavier	7	40	40		
705	Isaiah Select High School	Philadelphia, Pa.	1862		George Eastburn	9	2	63	63	9
706	Rittenhouse Boys' Grammar School	Philadelphia, Pa.	1844		F. F. Christine, A. M.	4	1	3	170	170
707	Saint Joseph's Academy	Philadelphia, Pa.	1879		Sister M. Lignori	5	5	350		350
708	Washington Institute	Philadelphia, Pa.	1879		Mary E. Clarke	8	3	5	46	15
709	Saint Joseph's Academy	Pottsville, Pa.	1839		Sister M. Monica	6	6	337		337
710	Classical Academy (S)	Reading, Pa.			D. B. Brunner	2	134	134		
711	Missionary Institute (S)	Selin's Grove, Pa.			Rev. P. Born	4	111	111		
712	Milton Academy	Shade Gap, Pa.	1849		R. S. Kuhn	5	3	61	32	20
713	Smithport Graded School	Smithport, Pa.	1871		S. W. Smith	2	1	103	38	65
714	English and Classical Institute (S)	Stewartstown, Pa.			J. A. Murphy	1	1	30	14	16
715	Convent of the Sacred Heart	Torresdale, Pa.	1849		Mme. S. Bondresan	17	17	68		68
716	Susquehanna Collegiate Institute	Towanda, Pa.	1853-1854		G. W. Ryan and E. E. Quinlan	8	4	223	113	119
717	Unionville Institute	Unionville, Pa.			J. W. Harvey	6	3	75	40	35
718	Wellaborough Graded School	Wellaborough, Pa.	1825-1825		A. C. Winters, A. M.	9	1	8	491	250
719	Williamsport Dickinson Seminary	Williamsport, Pa.	1856-1848		Rev. W. L. Spottswood	10	7	3	241	172
720	Wyoming Institute	Wyoming, Pa.	1848-1850		J. M. Crawford, A. B.	3	1	2	73	30
721	York County Academy	York, Pa.	1796-1799		G. W. Babey, A. M.	2	2	135	125	
722	York High School	York, Pa.	1870		W. H. Shelby	4	2	1	85	36
723	Providence Conference Seminary	East Greenwiche, R. I.	1804-1804		Rev. D. H. Elm, A. M.	5	6	3	220	130
724	Lanham Institute	North Scituate, R. I.	1860-1861	10,000	C. H. Becker, A. M.	5	2	164	95	60
725	New England Yearly Meeting Boarding School	Providence, R. I.	1819	120,000	A. K. Smiley	11	5	6	209	130
726	Academy of the Sacred Heart (g)	Newport, R. I.	1854		Sister M. Camillus	3		50		50
727	Saint Barth's Academy (g)	Woonsocket, R. I.	1860		Sister Mary J. Purcell	4	3	75		75
728	Academy of Our Lady of Mercy (g)	Charleston, S. C.	1859		Mother Teresa Barry	3		80		80
729	Avery Institute	Charleston, S. C.	1868		M. A. Warren	10	1	3	87	

753	Vermont Episcopal Institute	Burlington, Vt.	1857	1860	...	Rev. T. A. Hopkins.	P. E.	6	5	1	40	4	3	1	12
754	Castleton Seminary	Castleton, Vt.	1787	1787	35,000	R. G. Williams.		10	3	7	115	54	61	14	4
755	Chester Academy	Chester, Vt.	1814	1814	...	J. S. Chapman.		4	1	3	90	43	47	...	...
756	Derby Academy	Derby Centre, Vt.	1840	1839	...	G. F. Stackpole.	Bapt.	4	3	1	70	45	25	5	...
757	Conv. of Our Lady of Vermont (g)	East Rutland, Vt.	1870	1869	...	Mother Euclida.	R. C.	2	...	2	50	...	...	...	...
758	New Hampton Institute	Fairfax, Vt.	1825	1825	...	Rev. L. B. Barker.	Bapt.	6	3	3	110	60	50	...	...
759	Lamoille Central Academy	Hydo Park, Vt.	1857	1857	...	George F. Marsh.		5	2	3	75	40	35	...	...
760	Jonesville Academy	Jonesville, Vt.	1843	1845	...	B. T. Holcomb, A. M.		3	1	2	41	25	16	9	3
761	Black River Academy	Ludlow, Vt.	1843	1845	...	S. C. Giffin.		5	2	3	115	55	60	4	5
762	Lyndon Academy and Gradod School*	Lyndon, Vt.	1873	1873	...	C. C. Bridgman.	Unsect.	4	1	3	130	60	70	5	...
763	Burr and Burton Seminary	Manchester, Vt.	1820	1833	...	H. H. Shaw, A. M.	Cong.	7	4	3	111	50	52	...	...
764	McIndoe's Falls Academy	McIndoe's Falls, Vt.	1853	1853	3,000	Thomas Martin.		3	1	2	120	40	80	2	6
765	Middlebury Graded School*	Middlebury, Vt.	1809	1809	...	A. J. Sanborn.		9	1	8	495	280	275	...	13
766	Morgan Academy	Morgan, Vt.	1809	1807	...	Mary A. Manson.		1	...	1	52	30	32	...	...
767	People's Academy and Morrisville Graded School.	Morrisville, Vt.	1847	1847	...	F. C. Hathaway, A. M.		6	3	3	175	75	100	10	5
768	Northfield Graded and High School.	Northfield, Vt.	1870	1870	...	A. R. Savage.		8	1	7	352	161	191	6	1
769	Caledonia County Grammas School.	Peecham, Vt.	1795	1797	16,000	C. A. Bunker.		5	1	4	136	68	68	0	...
770	Rural Home	Pownal, Vt.	1869	1869	...	Judah Dana.		1	1	1	12	12	...	...	...
771	Rutland Graded High School.	Rutland, Vt.	1867	1867	...	Sister St. Francis.	R. C.	3	1	2	85	27	58	13	4
772	Academy of the Congregation of Notre Dame (g)	Saint Albans, Vt.	1870	1870	...	W. H. Cow.		8	1	6	150	...	150	...	6
773	Lyndon Graded School*	Saint Johnsbury, Vt.	1871	1871	5,000	David Turner.	Cong.	3	1	2	130	40	80	...	...
774	Thetford Academy and Boarding School.	Thetford, Vt.	1819	1830	...	...		4	2	2	65	30	35	...	5
775	Green Mountain Seminary	Waterbury Centre, Vt.	1803	1809	...	C. A. Mooers.	Bapt.	6	3	3	205	90	115	20	13
776	Westfield Grammar School*	Westfield, Vt.	1857	1858	...	G. H. Arnold.		2	1	1	51	24	27	...	1
777	West Randolph Academy	West Randolph, Vt.	1847	1848	...	Robert C. Carson.		3	1	2	60	30	30	...	...
778	Abington Male Academy (e)	Abington, Va.	1847	1848	...	Mother M. P. Fitzgerald.	R. C.	2	2	2	50	50	...	...	...
779	Academy of the Visitation (e)	Abingdon, Va.	1867	1869	...	L. M. Blackford.		10	...	5	32	...	...	...	...
780	Episcopal High School	Alexandria, Va.	1839	1839	...	M. W. Jones.	Epia	5	5	4	55	55	...	...	...
781	Berryville Graded School.	Berryville, Va.	1872	1872	...	Rev. P. H. Whisner.		3	1	2	100	61	30	3	...
782	Preston and Olin Institute (e)	Blacksburgh, Va.	1868	1868	...	C. Martin, A. M.	Presly	4	4	1	60	60	...	...	...
783	Montgomery Male Academy*	Christiansburgh, Va.	1833	1850	...	R. L. Brewer.		1	1	1	65	35	38	10	10
784	Yeates' Lower School.	Churchland, Va.	1731	1731	...	...		2	1	1	32	32	...	...	...
785	Danville Male Academy (e)	Danville, Va.	1867	1867	...	W. K. McGreer.	Meth.	5	4	1	91	62	58	...	...
786	Oakland Institute	Doe Hill, Va.	1873	1871	...	F. R. Cornett.	Meth.	1	1	1	30	30	10	10	...
787	Elk Creek Academy.	Elk Creek, Va.	1809	1809	...	C. A. Apple.		1	1	1	30	21	9	9	...
788	Holy Neck Seminary	Holy Neck, Va.	1856	1856	...	T. Williamson.		2	2	2	25	25	...	...	...
789	Leesburgh Academy (c)	Leesburgh, Va.	1800	1813	...	A. P. Goumy.		2	2	2	40	24	...	...	...
790	Yeates' Upper School.	Lordsville, Va.	1833	1833	300	Sister M. Thomas.	R. C.	1	1	4	100	100	...	...	2
791	Saint Mary's Academy	Norfolk, Va.	1859	1859	95,000	Sister M. B. Hitzelberger.	R. C.	10	10	10	65	...	...	...	...
792	Academy of the Visitation	Richmond, Va.	1867	1866	...	A. D. Chesman.		1	1	1	130	...	...	...	...
793	Masonic School (e)	Richmond, Va.	1860	1860	...	C. H. Chilton.	R. C.	1	1	5	25	...	...	...	...
794	Saint Patrick's Female Academy	Richmond, Va.	1868	1869	...	Rev. J. P. Lyde.		3	1	2	70	...	...	...	...
795	Union Academy (e)	Spout Spring, Va.	1840	1840	...	Sister O'Leary.	R. C.	3	1	2	60	...	...	...	...
796	Oak Hill Institute (e)	Walesville, Va.	1860	1860	...	Sister M. V. Suptje.	R. C.	3	1	3	60	...	...	...	...
797	Saint Joseph's Academy (g)	Stallacom, Wash. Ter.	1863	1863	...	...		3	1	3	60	...	...	...	...
798	Saint Mary's Academy*	Charleston, W. Va.	1871	1871	...	...		3	1	3	60	...	...	...	...

TABLE VII.—Summary of examinations for admission to the United States Military and Naval Academies for the year 1872.

States and Territories.	U. S. NAVAL ACADEMY.										U. S. MILITARY ACADEMY.											
	Candidates.	Accepted total.	Rejected.							Candidates.	Accepted total.	Rejected.										
			Total.	Physical disability.	On what account.							Total.	Physical disability.	On what account.								
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.					History.	Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.		
																					For deficiency in—	
No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.			
Alabama	2	1	1				1		1				5	1	4	2			1	1	1	
Arkansas	1	1											3	2	1	1						
California													1	1								
Connecticut	1	1											4	2	2	2						
Delaware	1		1						1													
Florida													1	1								
Georgia	7	4	3		1		1	3	3	1			5	3	2	2						
Illinois	4	3	1		1		1	1	1	1			7	6	1		1		1	1		
Indiana	5	2	3				3	1	1	2			6	3	3	2			1	1	1	
Iowa	2	1	1				1	1	1	1			2	2								
Kansas	2	1	1				1	1	1	1			2	1	1		1		1	1	1	
Kentucky	4	2	2				2	2	2	2			2	1	1	1						
Louisiana	2	1	1					1	1	1												
Maine	2	1	1					1	1	1												
Maryland	3	3							1				7	3	4		1	3	3	1		
Massachusetts	2	2											5	3	2	2						
Michigan	1	1											3	2	1				1	1		
Minnesota													1	1								
Mississippi	2	1	1				1	1	1	1			1	1								
Missouri	2	1	1				1	1	1	1			4	2	2			1	1	1	1	
Nebraska																						
Nevada	1	1																				
New Hampshire													3	2	1		1	1	1			
New Jersey	1	1											2	2								
New York	14	9	5				3	5	3	3			18	13	5		4	2	3	2	1	
North Carolina	3	2	1					1	1	1			5	1	4	2	2	1	2	1	1	
Ohio	12	8	4	1			1	1	1	2			11	8	3	1		1	1	1	1	
Oregon																						
Pennsylvania	16	8	8				5	8	4	3			17	9	8	4		1	3	3	3	
Rhode Island	1		1					1	1	1			2	2								
South Carolina	2	2											3	2	1		1	1	1	1	1	
Tennessee	2	1	1										7	3	4		4	1	1	2		
Texas	6	1	5				2	5	3	2			1	1								
Vermont	3	1	2		1		2	2	1	1			1	1								
Virginia	7	4	3				3	3	1	1			3	2	1						1	
West Virginia	2	1	1				1	1	1	1			1	1						1	1	
Wisconsin	4	2	2				2	2	1	1			1	1								
Arizona													1	1								
Colorado																						
Dakota													1	1								
District of Columbia																						
Idaho	1	1																				
Montana													2	1	1	1						
New Mexico	1		1				1	1	1	1												
Utah																						
Washington	1		1					1														
Wyoming	1	1											1	1								
Foreign	*2	2											45	3	2	1		1	1	1	1	
At large	29	20	9				3	8	6	6			10	9	1							
Total	152	91	61	2	3	31	51	32	27				149	93	54	20		19	11	15	17	15

* Japanese students.
 † The figures under this head are also included in the States to which they respectively belong, and to avoid counting them twice are not included in the total.

92	Bethel College	Russellville, Ky.	1856/1856	Baptist	Noah K. Davis, LL. D.	8	6	0	1	14	0	0
93	Saint Mary's College	Saint Mary's Sta- tion, Ky.	1837/1821	Roman Catholic	Rev. L. Elena, C. K., LL. D.	7	7	0	1	14	0	0
94	Embrace College	Embrace, Ky.	1856	Udenominational	Prof. W. S. Giltner	6	11	7	0	47	47	0
95	Louisiana State Univ.	Baton Rouge, La.	1860	Roman Catholic	David F. Boyd	13	8	15	1	15	15	0
96	Saint Charles College	Grand Coteau, La.	1837/1837	Methodist	Rev. J. Boduit, S. J.	4	4	64	64	64	64	0
97	Centenary College	Jackson, La.	1825/1825	Roman Catholic	Rev. C. G. Andrews, A. M.	9	9	200	200	200	200	0
98	College of the Immacu- late Conception	New Orleans, La.	1839	Roman Catholic	Rev. F. Gantrelot, S. J.	6	5	1	5	51	26	25
99	Straight University	do	1869/1869	Evangelical	Rev. J. W. Healey, D. D.	22	16	6	4	1	12	0
100	Bowdoin College	Brunswick, Maine	1794/1798	Congregational	J. L. Chamberlain, LL. D.	7	4	1	6	1	4	68
101	Bates College	Lewiston, Maine	1863/1863	Free-will Baptist	Rev. A. B. Cheney, D. D.	7	5	3	2	11	2	0
102	Colby University	Waterville, Maine	1830/1830	Baptist	Rev. J. T. Champlin, D. D.	8	6	2	11	2	0	0
103	Saint John's College	Annapolis, Md.	1784/1789	State	James M. Garnett, A. M.	2	0	2	0	0	0	0
104	Loyola College	Baltimore, Md.	1853/1853	Roman Catholic	Rev. S. A. Kelley, S. J.	8	10	0	0	0	0	0
105	Washington College	Chestertown, Md.	1783	State	R. C. Berkeley, A. M.	22	14	8	8	110	110	40
106	Rock Hill College	Ellicott City, Md.	1865/1857	Roman Catholic	Rev. Bro. Bettolin	12	12	0	0	0	0	0
107	Saint Charles College	do	1830/1848	do	Rev. S. Forte, D. D.	3	3	3	3	3	3	0
108	Mount St. Mary's College*	Emmettsburgh, Md.	1793/1793	State	Very Rev. J. McCaffery, D. D.	7	7	0	0	0	0	0
109	Frederick College	Frederick, Md.	1796/1797	State	J. S. Bunsall, A. M.	8	8	88	88	9	112	112
110	Mount St. Clement's Coll.	Ichester, Md.	1866	Roman Catholic	M. Holans, rector	13	5	8	0	4	35	24
111	Calvert College*	New Windsor, Md.	1853	do	A. H. Baker, A. M.	13	5	8	0	4	35	24
112	Western Maryland Coll.	Westminster, Md.	1868/1868	Methodist-Protesant.	Rev. J. T. Ward, D. D.	31	14	4	3	7	0	0
113	Amherst College	Amherst, Mass.	1825/1821	Congregational	Rev. W. A. Stearna, D. D.	9	9	0	0	0	0	0
114	Boston College*	Boston, Mass.	1864	Roman Catholic	Rev. Robert Fulton, S. J.	33	16	7	13	6	13	0
115	Harvard College	Cambridge, Mass.	1642/1638	None	C. W. Eliot, LL. D.	13	9	7	17	2	6	0
116	Tufts College	College Hill, Mass.	1832/1855	Unitersalist	Rev. A. A. Miner, D. D.	13	10	0	1	0	5	0
117	Williams College	Williamst'n, Mass.	1793/1793	Congregational	P. A. Chadbourne, A. M.	12	10	2	3	3	0	0
118	College of the Holy Cross*	Worcester, Mass.	1865/1843	Roman Catholic	Rev. J. B. O'Hagan	6	6	3	3	30	71	31
119	Adrian College	Adrian, Mich.	1858/1858	Methodist	A. H. Lewis, A. M.	8	6	6	1	158	0	0
120	Albion College	Albion, Mich.	1860	Methodist-Episcopal	Rev. G. B. Jocelyn, D. D.	15	15	0	15	74	54	50
121	Michigan University	Ann Arbor, Mich.	1841	Udenominational	J. B. Angell, LL. D.	8	8	13	1	6	131	74
122	Hillsdale College	Hillsdale, Mich.	1855/1855	Free Baptist	Rev. D. M. Graham, D. D.	9	4	5	5	6	131	74
123	Kalamazoo College	Kalamazoo, Mich.	1855/1855	Baptist	Rev. K. Brooks, D. D.	13	7	1	4	6	123	65
124	Olivet College	Olivet, Mich.	1850/1859	Congregational and Presbyterian	J. H. Hewitt, A. M.	11	5	0	6	196	140	56
125	University of Minnesota	Minneapolis, Minn.	1851/1868	State	W. W. Folwell, A. M.	6	6	0	0	6	91	60
126	Carleton College	Northfield, Minn.	1866/1866	Congregational	Rev. J. W. Strong, D. D.	6	6	0	0	4	31	31
127	Saint John's College	Saint-Joseph, Minn.	1855/1867	Roman Catholic	Rev. Alexius Edelbrock, O.	10	12	0	0	0	0	19
128	Mississippi College	Clinton, Miss.	1851/1851	Baptist	S. B. Whillman, A. M.	10	5	0	3	2	0	0
129	University of Mississippi	Oxford, Miss.	1848/1848	State	Rev. J. A. Wadtel, D. D.	14	19	0	0	4	133	0
130	Pass Christian College	Pass Christian, Miss.	1861	Roman Catholic	Bro. Isaiah	2	2	0	0	175	0	0
131	Madison College	Sharon, Miss.	1851/1851	None	John S. Robinson	9	9	0	2	0	0	0
132	Tougaloo University	Tougaloo, Miss.	1871/1870	None	H. O. Steele, principal	10	9	1	12	2	7	210
133	Saint Vincent's College	Cape Girardeau, Mo.	1843/1844	Roman Catholic	Rev. A. Yrns	7	4	0	0	0	0	0
134	McDee College	College Mountain, Mo.	1853/1853	Unitersalist	Rev. J. B. Mitchell, D. D.	16	15	5	4	16	51	0
135	University of Missouri	Columbia, Mo.	1820/1840	State	Daniel Reid, LL. D.	16	15	5	4	16	51	0

(d) Professors and students in scientific course included.

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* Statistics for 1871.

160	Catholics College.....	1870	Catholic	Rev. W. Recker, S. J.	101	9	1	10	3	3	321	4	150	150	30	14	
161	Saint Joseph's College.....	1862	Roman Catholic	Rev. Brother Frank	14	13	1	10	3	3	6	4	150	150	30	14	
162	St. Lawrence University.....	1856	Universalist	A. G. Gaines, acting	6	4	2	1	3	0	0	0	0	0	0	0	
163	Hamilton College.....	1812	Presbyterian	Rev. S. G. Brown, D. D., LL. D.	12	11	1	11	0	8	0	0	0	0	0	0	
164	Saint John's College.....	1846	Catholic	Rev. Jos. Shea, S. J.	24	23	1	0	0	0	0	6	70	70	22	20	
165	Hobart College.....	1829	Protestant Episcopal	Rev. M. Van Rensselaer, D. D.	6	6	3	0	5	5	0	4	45	45	36	9	
166	Madison University.....	1846	Baptist	Rev. E. Dwyer, D. D., LL. D.	12	11	1	14	3	4	0	4	45	45	36	9	
167	Cornell University.....	1863	None	A. D. White, LL. D.	49	21	14	3	11	0	0	0	0	0	0	0	
168	College of the City of N. Y.	1847	do	A. S. Webb, LL. D.	15	15	0	36	22	0	0	36	540	540	132	110	
169	Coll. of St. Francis Xavier	1861	Roman Catholic	Rev. H. Hudson, S. J.	34	32	4	3	0	0	0	13	357	357	132	110	
170	Columbia College.....	1754	Episcopal	F. A. P. Barnard, D. D., LL. D.	9	8	0	1	2	1	0	0	0	0	0	0	
171	Manhattan College.....	1863	Roman Catholic	D. L. H. D.	10	9	1	5	0	0	0	36	650	650	420	100	
172	University of City of N. Y.	1831	None	Brother Paulian	45	43	0	0	0	0	0	0	0	0	0	0	
173	University of Rochester.....	1850	Baptist	H. Crosby, D. D., LL. D., chann. r.	9	9	0	0	0	0	0	0	0	0	0	0	
174	Union College.....	1795	None	M. B. A. Benson, LL. D.	15	15	0	15	1	12	6	4	0	0	0	0	
175	Syracuse University.....	1820	Methodist Episcopal	Rev. E. N. Potter, D. D.	9	8	1	0	0	0	0	0	0	0	0	0	
176	Watson College.....	1836	Presbyterian	J. R. Mitchell, LL. D., chann. r.	7	7	0	0	0	0	0	0	0	0	0	0	
177	Rutgers College and Fe- male College.....	1870	None	J. R. Blake, chann. r.	5	2	2	4	2	0	0	1	15	10	8	10	
178	North Carolina College.....	1859	Lutheran	Rev. R. L. Abernathy, A. M.	4	4	1	1	0	0	3	81	21	2	26	0	
179	Wake Forest College.....	1835	Beth. Episcopal South	Rev. L. A. Bickle, A. M.	6	6	0	0	0	0	0	0	0	0	0	0	
180	Trinity College.....	1825	Universalist	Rev. W. W. Wingate, D. D.	2	2	0	0	0	0	0	0	0	0	0	0	
181	Bethel College.....	1870	Universalist	Rev. B. Craven, D. D.	3	3	0	0	0	0	0	0	0	0	0	0	
182	Ohio University.....	1804	Methodist Episcopal	Rev. S. H. McCallister	5	4	1	1	0	0	2	101	50	51	30	15	
183	Baldwin University.....	1836	Methodist Episcopal	W. J. Scott, acting	10	9	1	1	1	0	1	25	25	2	15	12	
184	Saint Xavier College.....	1842	Catholic	Rev. W. D. Godman, D. D.	18	18	0	10	9	1	97	07	34	35	19	8	
185	Mount Saint Mary's of the West.....	1851	do	Leopold Bushart	6	6	10	0	0	0	214	34	34	35	25	35	
186	Capitol University.....	1843	Lutheran	Rev. F. J. Fatsch, D. D., LL. D.	5	5	0	9	3	0	0	0	0	0	0	0	
187	Ohio Wesleyan University	1834	Methodist Episcopal	Rev. W. F. Lehmann	11	7	0	9	2	9	14	4	16	16	16	131	
188	Kenyon College.....	1826	Protestant Episcopal	Prof. Eli T. Tappan, A. M.	5	5	0	8	3	4	0	0	0	0	0	0	
189	Denison University.....	1831	Baptist	Rev. S. Talbot, D. D.	9	7	0	9	2	1	3	100	100	60	60	0	
190	Hiram College.....	1866	Christian	B. A. Hinshaw, A. M.	6	6	0	9	3	0	8	302	186	116	0	0	
191	Western Reserve College	1827	None	Rev. Carral Cutler, A. M.	7	7	0	7	0	0	2	44	44	44	44	0	
192	Ohio Central College.....	1835	United Presbyterian	E. F. Reid	3	3	3	3	1	0	3	100	63	37	30	4	
193	Marietta College.....	1838	None	Rev. J. W. Andrews, D. D.	10	7	1	1	1	1	0	0	0	0	0	0	
194	Mount Union College.....	1825	Methodist Episcopal	Rev. O. N. Hartshorn, LL. D.	17	11	6	6	1	3	4	181	137	44	68	16	
195	Franklin College.....	1825	Pres. and United Pres.	A. F. Ross, LL. D.	7	5	2	6	1	1	94	10	633	406	227	193	
196	Oberlin College.....	1834	Congregational	Rev. J. H. Fairchild, D. D.	29	12	3	8	6	14	10	633	406	227	193	3	
197	Miami University.....	1809	State	Rev. A. D. Hepburn	6	6	6	4	3	0	1	28	18	6	5	2	
198	Richmond College.....	1835	None	L. W. Ong, A. M.	7	4	3	4	0	0	2	24	18	6	5	2	
199	"One Study" University	1868	Methodist Episcopal	A. D. Lee, A. M.	13	9	4	0	0	0	0	0	0	0	0	0	
200	Wittenberg College.....	1845	Evangelical Lutheran	Rev. S. Sprecher, D. D.	5	5	5	6	1	5	2	66	66	55	35	6	
201	Heidelberg College.....	1849	Reformed	Rev. G. W. Willard, D. D.	5	5	5	6	1	0	0	83	73	10	30	0	
202	Urbana University.....	1850	Swedenborgian	Rev. F. Sewall, A. M.	4	4	2	4	0	0	0	4	18	18	8	10	
203	Oberlin University.....	1847	United Breth. in Christ	Rev. H. A. Thompson, A. M.	6	6	0	0	0	0	2	112	75	37	14	10	
204	Willoughby College.....	1864	Methodist	L. T. Kirk	5	5	0	5	0	0	0	111	49	62	0	0	
205	University of Wooster.....	1868	Presbyterian	Rev. Willis Lord, D. D.	9	9	9	2	4	0	2	35	30	5	5	0	
206	Wilberforce University.....	1856	Methodist	Rt. Rev. D. A. Payne, D. D.	7	5	2	4	4	0	1	5	94	58	36	6	1
207	Zenia College.....	1850	Methodist Episcopal	William Smith, A. M.	7	7	0	7	0	0	24	1	25	10	16	0	

Statistics for 1871-72

Statistics for 1871.

TABLE VII.—Summary of examinations for admission to the United States Military and Naval Academies for the year 1872.

States and Territories.	U. S. NAVAL ACADEMY.										U. S. MILITARY ACADEMY.													
	Candidates.	Rejected.									Candidates.	Rejected.												
		Accepted total.	On what account.									Accepted total.	On what account.											
			Total.	Physical disability.	For deficiency in—					Total.			Physical disability.	For deficiency in—										
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.					History.	Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.				
No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	
Alabama	2	1	1				1		1		5	1	4	2				1		1	1			
Arkansas	1	1									3	2	2											
California											1	1												
Connecticut	1	1									4	2	2	2										
Delaware	1		1																					
Florida											1	1												
Georgia	7	4	3		1		1	3	3	1	5	3	2	2										
Illinois	4	3	1		1		1	1	1	1	7	6	1	1			1		1	1				
Indiana	5	2	3				3	1	1	2	6	3	3	2					1	1			1	
Iowa	2	1	1				1	1	1	1	2	2	2	2										
Kansas	2	1	1				1	1	1	2	2	1	1				1			1	1			
Kentucky	4	2	2				2	2	2	2	2	1	1	1										
Louisiana	2	1	1				1	1	1	1	2	1	1	1										
Maine	2	1	1				1	1	1	1														
Maryland	3	2	2								7	3	4	2			1	1	3	3	1			
Massachusetts	2	2	2								5	2	2	2										
Michigan	1	1									3	2	1	2					1					
Minnesota											1	1												
Mississippi	2	1	1				1	1	1	1	1	1												
Missouri	2	1	1				1	1	1	1	4	2	2				1	1	1	1	1			
Nebraska																								
Nevada	1	1																						
New Hampshire											3	2	1				1		1	1				
New Jersey	1	1									2	2												
New York	14	9	5				3	5	3	3	18	13	5			4	2	3	2	1				
North Carolina	3	2	1				1	1	1	1	5	1	4	2			2	1	2	1	1			
Ohio	12	8	4	1			1	1	1	2	11	8	3	1			1	1	1	1				
Oregon																								
Pennsylvania	16	8	8				5	8	4	3	17	9	8	4			1	1	3	3	3			
Rhode Island	1		1				1	1	1	1	2	2												
South Carolina	2	2									3	2	1				1	1	1	1	1			
Tennessee	2	1	1	1							7	3	4			4	1	1		2				
Texas	6	1	5				2	5	3	2	1	1												
Vermont	3	1	2		1		2	2	1	1	1	1												
Virginia	7	4	3				3	3	1	1	3	2	1							1	1			
West Virginia	2	1	1				1	1	1	1	1	1	1							1	1			
Wisconsin	4	2	2				2	2	1	1	1	1												
Arizona											1	1												
Colorado																								
Dakota											1	1												
District of Columbia																								
Idaho	1	1																						
Montana																								
New Mexico	1		1				1	1	1	1	2	1	1	1										
Utah																								
Washington	1		1																					
Wyoming	1	1					1				1	1												
Foreign	2	2									15	3	2	1			1		1	1				
At large	29	20	9				3	8	6	6	10	9	1				1		1	1				
Total	152	91	61	2	3	31	51	32	27	27	149	95	54	20			19	11	18	17	15			

* Japanese students.
 † The figures under this head are also included in the States to which they respectively belong, and to avoid counting them twice are not included in the total.

TABLE VII.—Summary of examinations for admission to the United States Military and Naval Academies for the year 1872.

States and Territories.	U. S. NAVAL ACADEMY.										U. S. MILITARY ACADEMY.									
	Candidates. No.	Accepted total.		Rejected.							Candidates. No.	Accepted total.		Rejected.						
		No.	Total.	Physical disability. No.	On what account.							No.	Total.	Physical disability. No.	On what account.					
					For deficiency in—										For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.
Alabama	2	1	1				1		1		5	1	4	2			1	1	1	
Arkansas	1	1									3	2	1	1						
California											1	1								
Connecticut	1	1									4	2	2	2						
Delaware	1		1						1											
Florida											1	1								
Georgia	7	4	3		1	1	3	3	1		5	3	2	2						
Illinois	4	3	1		1	1	1	1	1		7	6	1		1		1	1		
Indiana	5	2	3			3	1	1	2		6	3	3	2			1	1	1	
Iowa	2	1	1			1	1	1	1		2	2	2							
Kansas	2	1	1			1	1	1	1		2	1	1		1			1	1	
Kentucky	4	2	2			2	2	2	2		2	1	1	1						
Louisiana	2	1	1				1	1												
Maine	2	1	1				1	1												
Maryland	3	3									7	3	4		1	3	3	1		
Massachusetts	2	2									3	3	2	2			1	1		
Michigan	1	1									1	1					1			
Minnesota											1	1								
Mississippi	2	1	1			1	1	1	1		1	1								
Missouri	2	1	1			1	1				4	2	2		1	1	1	1	1	
Nebraska																				
Nevada	1	1																		
New Hampshire	1	1									3	2	1		1	1	1			
New Jersey	1	1									2	2								
New York	14	9	5			3	5	3	3		18	13	5		4	2	3	2	1	
North Carolina	3	2	1			1	1				5	1	4	2	2	1	2	1	1	
Ohio	12	8	4	1		1	1	1	2		11	8	3	1		1	1		1	
Oregon																				
Pennsylvania	16	8	8			5	8	4	3		17	9	8	4	1	3	3	3	3	
Rhode Island	1	1	1			1	1				2	2								
South Carolina	2	2									3	2	1		1	1	1	1	1	
Tennessee	2	1	1	1							7	3	4		4	1		2		
Texas	6	1	5			2	5	3	2		1	1								
Vermont	3	1	2		1	2	2	1	1		1	1								
Virginia	7	4	3			3					3	2	1						1	
West Virginia	2	1	1			1	1	1			1	1	1					1		
Wisconsin	4	2	2			2	2	1	1		1	1								
Arizona											1	1								
Colorado																				
Dakota											1	1								
District of Columbia																				
Idaho	1	1																		
Montana											2	1	1	1						
New Mexico	1		1			1	1	1	1											
Utah																				
Washington	1		1																	
Wyoming	1	1									1	1								
Foreign	2	2									15	3	2	1			1	1		
At large	29	20	9			3	2	6	6		10	9	1		1			1		
Total	152	91	61	2	3	31	51	32	27		149	95	54	20		19	11	15	17	15

* Japanese students.
 † The figures under this head are also included in the States to which they respectively belong, and to avoid counting them twice are not included in the total.

22	Weslayan University	Middletown, Conn.	1831	1831	Methodist	Rev. Cummings, D. D., LL. D.	131	7	7	10	93	45	48						
23	Yale College	New Haven, Conn.	1701	1700	Congregational	Rev. Nath Porter, D. D., LL. D.	37	16	4	10	93	45	48						
24	Delaware College	Newark, Del.	1807	1870	State	Wm. H. Furnell, A. M.	5	2	1	1	1	1	1						
25	Bowdon College	Bowdon, Ga.	1857	1856	None	Rev. F. H. M. Henderson, A. B.	3	3	1	7	58	58							
26	University of Georgia	Atlanta, Ga.	1801	1801	State	Rev. A. A. J. Jigant, D. D.	12												
27	Oglethorpe University	Atlanta, Ga.	1835	1835	Presbyterian	LL. D. (Chancellor)	5	5											
28	Mercer University	Macon, Ga.	1828	1828	Baptist	Rev. David Willis, D. D.	5												
29	Morey College	Macon, Ga.	1837	1838	Baptist	Rev. A. J. Battle	5												
30	Morey College	Auford, Ga.	1837	1838	Methodist Epis., South	Rev. O. L. Smith, D. D.	6												
31	Morey College	Birmingham, Ill.	1853	1853	Christian	J. W. Butler, A. M.	8	0	1	0									
32	Morey College	Bloomington, Ill.	1854	1857	Methodist Episcopal	Rev. O. S. Munsel, D. D.	10	10	0	3	5	175	135	40					
33	Saint Victor College	Bourbonnais Grove, Ill.	1866	1866	Roman Catholic	Rev. P. Beaudoin	13	13											
34	Blackburn University	Carthage, Ill.	1838	1837	Presbyterian	Rev. J. W. Bailey, D. D.	7	7	5	5	196	144	82	41	12	103	40		
35	Chicago University	Chicago, Ill.	1839	1839	Baptist	Rev. J. C. Burroughs, D. D.	13	13	3	2	52	134							
36	Saint Ignatius College	East St. Louis, Ill.	1870	1870	Catholic	LL. D.	10	10	0	2	2	23	23						
37	Saint Ignatius College	East St. Louis, Ill.	1868	1868	Roman Catholic	Rev. F. H. Zabel, D. D., D. C. L.	4												
38	Eureka College	Eureka, Ill.	1832	1832	Christian	A. M. Weston, acting	7												
39	Northwestern University	Evanston, Ill.	1831	1854	Methodist	C. H. Fowler, D. D.	11	0	3	0	1	128	8	306	196	110	100	100	25
40	Freeport College	Freeport, Ill.	1872	1872	Presbyterian	Rev. W. D. F. Lummis, A. M.	5	5	5										
41	Lombard University	Galesburg, Ill.	1857	1857	Universalist	Rev. Wm. Livingston, A. M.	5	4	1	8									
42	Knox College	do	1841	1841	Congregational		15												
43	Illinois College	Jacksonville, Ill.	1835	1830	do	Rev. J. M. Sturtevant, D. D.	13	6	2	3	2	4	4	234	234				
44	McKendree College	Lebanon, Ill.	1835	1828	Methodist Episcopal	Rev. R. Allen, D. D.	6	6	0	0	0	0	0	3	126	103	23		
45	Lincoln University	Lincoln, Ill.	1866	1866	Cumb'd Presbyterian	Rev. J. C. Bowden, D. D.	7	4	1	6	1	5	4	87	47	40	50	15	16
46	Monmouth College	Monmouth, Ill.	1837	1854	United Presbyterian	Rev. D. A. Wallace, D. D., LL. D.	9	3						7	140	65	75		
47	Northwestern College	Naperville, Ill.	1863	1861	Evangelical Associat'n	Rev. A. A. Smith, A. M.	8	5	1	7	1			5	128	88	40	15	4
48	Augustana College	Paxton, Ill.	1865	1860	Evangelical Lutheran	Rev. T. N. Hasselquist	4	4						2	23	23	20		
49	Saint Joseph's Ecclesiastical College	Teutopolis, Ill.	1862	1862	Catholic	Very Rev. P. M. Klosterman, O. S. F.	9	6	3										
50	Shurtleff College	Upper Alton, Ill.	1835	1835	Baptist	Rev. A. A. Kendrick, D. D.	12	12	0	6	3	103	71	32	71	32			
51	Westfield College	Westfield, Ill.	1863	1867	Unit'd Breth'n in Christ	Rev. S. R. Allen, A. M.	5	5	0	0	0			174	110	64	9	1	
52	Wheaton College	Wheaton, Ill.	1861	1855	Congregational	Rev. J. Blanchard, A. M.	10	8	2	15	3			22	19	3			
53	Salom College	Bourbon, Ind.	1870	1870	Baptist	O. W. Miller, A. M.	9												
54	Indiana University	Bloomington, Ind.	1820	1824	None	Rev. Cyrus Nutt, D. D.	24	24	0	1				0					
55	Wabash College	Crawfordsville, Ind.	1834	1834	Presbyterian	Rev. J. F. Tuttle, D. D.	8	8	8					5	142	142	46	40	
56	Concordia College	Fort Wayne, Ind.	1850	1850	Lutheran	Rev. W. Sibley, Ph. B.	7							60	60	60	6	53	
57	Franklin College	do	1846	1846	Methodist Episcopal	William T. Stott	118							4	24	19	5		
58	Indiana Asbury Univ.	Greencastle, Ind.	1835	1835	Baptist	Rev. R. Andrews, D. D.	3	3	4	1	7	196							
59	Hanover College	Hanover, Ind.	1833	1833	Methodist Episcopal	Rev. G. C. Hickman, D. D.	9	9	0	1	3			3	44	44	36	18	
60	Hartsville College	Hartsville, Ind.	1831	1851	Presbyterian	J. W. Scribner, A. M.	7	5	0	2	1	3		3	110	75	35	15	
61	Northwestern Christian Univ.	Indianapolis, Ind.	1830	1854	United Brethren	W. F. Black, A. M.	13	13						4	100	60	40	30	
62	Howard College	Kokomo, Ind.	1869	1869	Christian	John O. Hopkins, A. B., act'g	5	4											
63	Union Christian College	Merom, Ind.	1859	1858	None	Rev. T. Holmes, D. D.	4	4	7					3	147	99	48	13	
64	Moore's Hill College	Moore's Hill, Ind.	1854	1854	Methodist Episcopal	Rev. F. A. Heater, D. D.	5	5						46	139	86	41	8	
65	University of Notre Dame	Notre Dame, Ind.	1844	1845	Roman Catholic	Rev. A. Lemouler	35	35	9					10	153	155	50		
66	Earlham College	Richmond, Ind.	1859	1859	Friends, (Orthodox)	Jos. Moore, A. M.	6	6	0	7				4	101	61	40		

* Statistics for 1871. † Catalogue for 1871-72.

No.	Institution	Year	State	Religion	Faculty	Students	Professors	Scientific	Other
92	Bethel College	1856	Maine	Methodist	Rev. W. S. Giltner	7	7	0	0
93	Saint Mary's College	1837	Ky	Roman Catholic	Rev. L. Elena, C. R., L.L.D.	1	14	14	0
94	Eminence College	1856	Ky	None	Prof. W. S. Giltner	6	6	0	0
95	Louisiana State Univ.	1800	La	None	David F. Boyd	11	7	0	0
96	Saint Charles College	1852	La	Roman Catholic	Rev. J. Rodult, S. J.	1	15	47	47
97	Centenary College	1853	La	Roman Catholic	Rev. C. G. Andrews, A. M.	64	64	0	0
98	College of the Immaculate Conception	1859	La	Roman Catholic	Rev. F. Gaulelet, S. J.	200	0	0	0
99	Straight University	1860	La	Evangelical	Rev. J. W. Healey, D. D.	5	1	51	25
100	Bowdoin College	1794	Maine	Congregational	J. L. Chamberlain, L.L.D.	22	16	6	0
101	Bates College	1863	Maine	Free-will Baptist	Rev. A. R. Cheney, D. D.	7	4	68	0
102	Coburn University	1820	Maine	Baptist	Rev. J. T. Champlin, D. D.	7	3	0	0
103	Saint John's College	1784	Md	State	James M. Garnett, A. M.	8	6	11	2
104	Loyola College	1853	Md	Roman Catholic	Rev. S. A. Kelley, S. J.	8	10	0	0
105	Washington College	1782	Md	State	R. C. Berkeley, A. M.	2	2	0	0
106	Rock Hill College	1863	Md	Roman Catholic	Rev. Bro. Bethelin	22	12	8	70
107	Saint Charles College	1836	Md	do	Rev. S. Forte, D. D.	12	12	0	0
108	Mount St. Mary's College	1803	Md	do	Very Rev. J. McCaffery, D. D.	36	161	0	0
109	Frederick College	1796	Md	State	J. S. Bonnell, A. M.	8	3	0	0
110	Mount St. Clement's Coll.	1808	Md	Roman Catholic	M. Holana, rector	7	7	112	112
111	Calvert College	1893	Md	do	A. H. Baker, A. M.	8	8	0	0
112	Western Maryland Coll.	1868	Md	Methodist-Protesant	Rev. J. T. Ward, D. D.	13	5	8	0
113	Amherst College	1823	Mass	Congregational	Rev. W. A. Stearns, D. D.	21	14	4	3
114	Boston College	1864	Mass	Roman Catholic	L.L.D.	9	9	0	0
115	Harvard College	1642	Mass	None	Rev. Robert Fulton, S. J.	33	16	7	12
116	Tufts College	1822	Mass	Universalist	C. W. Elliot, L.L.D.	13	9	17	2
117	Williams College	1793	Mass	Congregational	Rev. A. A. Miner, D. D.	13	10	0	5
118	College of the Holy Cross	1863	Mass	Roman Catholic	P. A. Chadbourne, A. M.	12	10	2	3
119	Adrian College	1858	Mich	Methodist	Rev. J. B. O'Hagan	6	6	3	0
120	Albion College	1860	Mich	Methodist Episcopal	A. H. Lewis, A. M.	30	71	31	40
121	Michigan University	1841	Mich	Udonominational	Rev. G. B. Jocelyn, D. D.	8	1	158	0
122	Hillsdale College	1841	Mich	Free Baptist	J. B. Angell, L.L.D.	15	15	15	0
123	Kalamazoo College	1855	Mich	Baptist	Rev. D. M. Graham, D. D.	8	8	13	1
124	Olivet College	1859	Mich	Congregational and Prebyterian	Rev. K. Brooks, D. D.	9	4	5	0
125	University of Minnesota	1851	Minn	State	J. H. Hewitt, A. M.	13	7	1	5
126	Carleton College	1866	Minn	Congregational	W. W. Folwell, A. M.	11	5	0	6
127	Saint John's College	1857	Minn	Roman Catholic	Rev. J. W. Strong, D. D.	6	6	0	0
128	Mississippi College	1851	Miss	Baptist	Rev. Alexus Edelbrock, O. S. B.	10	12	0	0
129	University of Mississippi	1848	Miss	State	S. B.	10	5	0	3
130	Pass Christian College	1844	Miss	Roman Catholic	Rev. V. Hillman, A. M.	19	9	0	0
131	Madison College	1851	Miss	None	Rev. J. A. Waddel, D. D.	4	133	0	0
132	Tougaloo University	1871	Miss	Roman Catholic	Bro. Isalah	14	0	0	0
133	Saint Vincent's College	1843	Mo	Roman Catholic	John S. Robinson	2	2	0	0
134	McGee College	1853	Mo	Cumb. Presbyterian	H. J. Steele, principal	10	9	1	12
135	University of Missouri	1839	Mo	State	Rev. A. Verrius	0	0	0	0

(6) Professors and students in scientific course included.

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* Statisties for 1871.

180	Canisius College.	Buffalo, N. Y.	1870	Catholic	Rev. W. Becker, S. J.	10	9	1	2	3	4	150	150	30	15
181	Saint Joseph's College.	do	1862	Roman Catholic.	Rev. Brother Frank	14	13	1	10	2	3	6	3	6	15
182	St. Lawrence University.	Canton, N. Y.	1850	Universalist.	A. G. Gaines, acting	6	4	3	1	3	3	6	3	6	30
183	Hamilton College.	Clinton, N. Y.	1813	Presbyterian	Rev. S. G. Brown, D. D., L.L.D.	12	11	1	11	0	8	6	70	70	20
184	Saint John's College.	Florida, N. Y.	1840	Catholic	Rev. Jos. Shea, S. J.	34	33	1	0	0	6	70	70	22	30
185	Robert College.	Geneva, N. Y.	1823	Protestant Episcopal	Rev. M. Van Rensselaer, D. D.	6	6	3	5	5	5	4	45	45	9
186	Madison University.	Hamilton, N. Y.	1840	Baptist	Rev. E. Dodge, D. D., L.L.D.	12	11	1	14	3	4	4	45	45	9
187	Cornell University.	Ithaca, N. Y.	1863	do	A. S. Webb, L.L.D.	49	51	14	3	11	3	36	340	340	110
188	College of the City of N. Y.	New York, N. Y.	1847	do	A. S. Webb, L.L.D.	13	13	0	30	32	0	36	340	340	132
189	Coll. of St. Francis Xavier.	do	1861	Roman Catholic.	Rev. H. Hutton, S. J.	14	22	4	3	1	1	13	357	357	110
190	Columbia College.	do	1754	Episcopal.	F. A. P. Barnard, D. D., L.L.D., L. H. D.	9	8	0	1	2	1	13	357	357	110
191	Manhattan College.	do	1863	Roman Catholic.	Brother Paulian	10	9	1	5	0	0	36	680	680	100
192	University of City of N. Y.	do	1831	None	H. Crosby, D. D., L.L.D., clergy	35	35	0	0	0	0	3	6	3	6
193	University of Rochester.	Rochester, N. Y.	1850	Baptist	M. B. Anderson, L.L.D.	9	9	0	0	3	6	3	6	3	6
194	Union College.	Schenectady, N. Y.	1795	None	Rev. E. N. Potter, D. D.	15	15	0	15	12	4	1	12	4	12
195	Syracuse University.	Syracuse, N. Y.	1870	Methodist Episcopal	W. H. Scott, acting	5	4	1	1	1	1	28	26	2	13
196	Davidson College.	Davidson, N. C.	1836	Presbyterian	Alex. Winchell, L.L.D., clergy	8	8	1	0	0	0	1	28	26	2
197	Rutherford Male and Female College.	Excelsior, N. C.	1870	None	J. R. Blake, chairman	7	7	0	0	0	9	1	28	26	2
198	North Carolina College.	do	1859	Lutheran	Rev. R. L. A. Bernathy, A. M.	4	4	1	1	1	1	18	10	8	10
199	Wake Forest College.	Wake Forest, N. C.	1835	Baptist	Rev. L. A. Bickle, A. M.	6	5	0	1	0	3	81	21	2	26
200	Bethel College.	Trinity, N. C.	1850	Meth. Episcopal South	Rev. W. W. Wingate, D. D.	6	6	0	6	1	0	3	13	13	13
201	Ohio University.	Akron, Ohio	1870	Universalist	Rev. B. Craven, D. D.	8	8	2	2	2	2	101	50	51	20
202	Baldwin University.	Albans, Ohio	1856	Methodist Episcopal	Rev. S. H. McCallister	5	4	1	1	1	1	28	26	2	15
203	Baldwin University.	Berea, Ohio	1856	Methodist Episcopal	W. H. Scott, acting	5	4	1	1	1	1	28	26	2	15
204	Saint Xavier College.	Cincinnati, Ohio	1842	Catholic	Rev. W. D. Godman, D. D.	10	9	1	1	1	1	97	67	34	33
205	Mount Saint Mary's of the West.	do	1851	do	Leopold Bushart	18	6	6	10	10	214	34	34	34	25
206	Capitol University.	Columbus, Ohio	1843	Lutheran	Rev. F. J. Pabach, D. D., L.L.D.	5	5	0	9	9	3	21	21	21	21
207	Ohio Wesleyan University.	Delaware, Ohio	1824	Methodist Episcopal	Rev. W. F. Lehmann	11	7	0	9	9	14	211	211	50	131
208	Kenyon College.	Gambier, Ohio	1834	Protestant Episcopal	Rev. Frederick Merrick	5	5	0	8	3	4	16	16	16	16
209	Kenyon University.	Granville, Ohio	1831	Baptist	Prof. Eli T. Tappan, A. M.	9	7	0	9	2	1	3	100	100	60
210	Hiram College.	Hiram, Ohio	1806	Christian	Rev. S. Talbot, D. D.	6	6	0	9	3	1	8	302	186	116
211	Western Reserve College.	Hudson, Ohio	1827	None	R. A. Hinckley, A. M.	7	7	0	7	0	6	2	44	44	44
212	Ohio Central College.	Iberia, Ohio	1835	United Presbyterian	Rev. Carroll Cutler, A. M.	3	3	0	3	0	0	3	100	63	37
213	Marietta College.	Marietta, Ohio	1835	None	E. F. Reid	3	3	1	1	1	1	70	70	70	34
214	Mount Union College.	Mount Union, Ohio	1836	Methodist Episcopal	Rev. J. W. Andrews, D. D.	10	7	1	1	1	3	4	181	137	44
215	Franklin College.	New Athens, Ohio	1825	Pres. and United Pres.	Rev. O. N. Hartshorn, L.L.D.	17	11	6	6	1	1	10	633	406	227
216	Oberlin College.	Oberlin, Ohio	1834	Congregational	A. F. Ross, L.L.D.	29	19	3	8	6	14	10	633	406	227
217	Miami University.	Oxford, Ohio	1809	State	Rev. J. H. Fairchild, D. D.	6	6	6	6	1	1	94	94	94	54
218	"One Study" University.	Richmond, Ohio	1835	None	Rev. A. D. Hepburn	7	4	3	4	4	2	24	18	6	2
219	Wittenberg College.	Springfield, Ohio	1845	Evangelical Episcopal	L. W. Ong, A. M.	13	9	4	4	4	2	66	66	35	6
220	Heidelberg College.	Tiffin, Ohio	1849	Reformed	Rev. S. Sprecher, D. D.	5	5	5	6	1	5	83	73	10	30
221	Urban University.	Urbana, Ohio	1850	Swedish	Rev. G. W. Willard, D. D.	4	3	0	4	1	4	113	18	8	10
222	Orbison University.	Westerville, Ohio	1847	United Breth. in Christ	Rev. F. Sewall, A. M.	6	6	0	6	6	4	113	75	37	14
223	Willoughby College.	Willoughby, Ohio	1864	Methodist	Rev. H. A. Thompson, A. M.	5	5	0	5	0	0	111	49	62	14
224	University of Wooster.	Wooster, Ohio	1808	Presbyterian	L. T. Kirk	9	9	0	9	0	0	2	135	30	5
225	Wilberforce University.	Zionia, Ohio	1836	Methodist	Rev. W. L. Lord, D. D.	7	5	2	4	4	0	1	5	94	56
226	Zionia College.	do	1830	Methodist Episcopal.	Rev. D. A. Payne, D. D.	7	7	7	7	7	21	56	10	16	4

* Statistics for 1871. † Catalogue for 1871-72.

231	Western University of Pennsylvania.	Pittsburgh, Pa.	1819 1820	None	None	14	9	0	5	0	3	23	4	115	115	52	63	...
232	Lehigh University.	S. Bethlehem, Pa.	1866 1866	Protestant Episcopal	Henry Coppée, LL. D.	7	0	1	6	...	130	...	30	190	120	70	...	
233	Swathmore College.	Swathmore, Pa.	1864 1869	Friends	E. H. Magill, A. M.	7	0	1	13	...	1	...	6	43	43	...	...
234	Washington and Jefferson College.	Washington, Pa.	1862 1862	Presbyterian	Rev. G. F. Hays, D. D.	11	10	1	...	...	1	...	6	43	43	...	...
235	Waynesburg College.	Waynesburg, Pa.	1850 1850	Cumb'd Presbyterian	Rev. A. B. Miller, D. D.	9	7	2	9	...	0	...	4	68	3	96	50	30
236	Haverford College.	W. Haverford, Pa.	1833 1833	Friends	S. J. Gummere, A. M.	6	2	...	...	...	...	...	...	...	...	...	...
237	Saint Vincent's College.	Westmoreland Co., Pa.	1870 1846	Roman Catholic	Re. Rev. B. Winmer, O. S. B.	36	...	...	...	...	...	...	...	36	...	...	...
238	Brown University.	Providence, R. I.	1764 1765	Baptist	Rev. E. G. Robinson, D. D., LL. D.	11	9	...	3	...	4	...	...	...	...	...	...
239	College of Charleston.	Charleston, S. C.	1788 1789	None	N. R. Middleton.	5	5	...	...	...	...	...	50	...	...	...	...
240	University of South Carolina.	Columbia, S. C.	1801 1806	None	R. W. Barnwell, LL. D.	12	10	2	1	...	0	...	70	...	...	...	...
241	Furman University.	Greenville, S. C.	1851	Methodist Episcopal	Rev. J. C. Furman, D. D.	5	...	...	...	...	...	...	...	...	...	...	...
242	Claslin University.	Orangeburg, S. C.	1869	Methodist Episcopal	Rev. A. Webster, D. D.	8	...	...	...	...	...	...	109	...	...	...	...
243	Wofford College.	Spartanburgh, S. C.	1851 1853	Meth. Episcopal South.	Rev. A. M. Shipp, D. D.	6	0	0	6	...	...	...	2	29	29	29	...
244	Newberry College.	Walhalla, S. C.	1858 1858	Lutheran	Rev. J. P. Smeltzer, D. D.	3	3	...	3	...	...	...	7	1	75	75	15
245	East Tennessee Wesleyan University.	Athens, Tenn.	1867 1867	Methodist Episcopal	J. A. Dean, A. M.	7	7	0	7	...	1	0	...	...	...	...	...
246	King College.	Bristol, Tenn.	1868 1868	Presbyterian	Rev. J. D. Tadlock	4	4	...	...	...	1	1	...	2	85	85	...
247	Greenville and Tusculum College.	Greenville, Tenn.	1868 1868	None	Rev. W. S. Doak, A. M.	6	4	2	7	...	1	1	...	1	87	66	21	...
248	West Tennessee College.	Jackson, Tenn.	1865	Methodist Episcopal	Rev. E. L. Patten, A. M.	4	...	...	...	...	...	...	152	...	...	...	...
249	Jonesborough College.	Jonesboro h, Tenn.	1865	Methodist Episcopal	H. P. Pranch, A. M.	3	...	...	...	...	...	...	65	...	...	...	...
250	East Tennessee University.	Knoxville, Tenn.	1840 1869	None	Rev. T. W. Humes, S. T. D.	14	8	...	5	...	1	8	...	4	132	132	48	84
251	Cumberland University.	Lebanon, Tenn.	1842 1842	Cumb'd Presbyterian	Rev. B. W. McDonald, D. D., LL. D.	23	5	2	7	...	4	0	...	2	87	87
252	Maryville College.	Maryville, Tenn.	1842 1819	Presbyterian	Rev. P. M. Bartlett, D. D.	3	3	...	0	...	1	...	3	86	42	44	15	10
253	Union University.	Murfreesborough, Tenn.	1848	Baptist	Rev. Charles Manly, D. D.	5	...	...	...	...	...	...	161	...	...	...	...
254	Central Tennessee College.	Nashville, Tenn.	1866 1866	Methodist Episcopal	Rev. Jno. Braden, A. M.	6	6	6	341	114	137	10	4
255	University of Nashville.	do.	1788 1785	None	E. Kirby Smith, chan.	23	20	0	3	...	0	0	...	7	221	221
256	Flak University.	do.	1867 1867	None	A. K. Spence, A. M. act'g	5	5	0	0	...	0	0	...	7	33	25	8	25
257	University of the South.	Swansea, Tenn.	1858 1868	Protestant Episcopal	Gen. J. Gorras, vics chan.	8	8	...	4	...	...	...	938	...	...	...	...
258	Texas Military Institute.	Austin, Tex.	1868	Roman Catholic	Col. J. G. James, sup't	9	9	...	...	...	...	...	108	...	...	...	...
259	Saint Joseph's College.	Brownsville, Tex.	1869	do.	Rev. P. F. Parfait	8	8	...	...	...	...	...	...	...	...	...	...
260	University of Saint Mary.	Galveston, Tex.	1856 1854	do.	Bro. Boniface, C. S. C.	9	9	4	115	115	45	...
261	Henderson College.	Henderson, Tex.	1871	Baptist	G. H. Gould	7	...	...	...	...	...	...	0	315	...	...	...
262	Earler University.	Independence, Tex.	1848 1846	do.	Rev. V. C. Crane, D. D.	8	5	3	1	...	2	...	2	...	...	...	...
263	Waco University.	Waco, Tex.	1857 1857	do.	Rev. R. C. Burleson, D. D.	10	7	...	5	...	2	...	1	...	...	...	...
264	University of Vermont.	Burlington, Vt.	1783 1801	None	M. H. Buckham, A. M.	14	5	...	2	...	0	...	2	...	...	...	...
265	Middlebury College.	Middlebury, Vt.	1796 1797	Congregational	Rev. H. D. Kitchel, D. D.	7	7	...	8	...	0	...	2	...	...	...	...
266	Norwich University (military).	Northfield, Vt.	1834 1834	Protestant Episcopal	Rev. M. Donaglas, D. D.	6	0	1	3	...	0	...	0	...	...	...	...
267	Randolph Macon College.	Ashland, Va.	1830 1828	Meth. Episcopal South.	Rev. J. A. Duncan, D. D.	8	5	...	3	...	...	...	...	...	...	...	...
268	University of Virginia.	Charlottesville, Va.	1819 1824	State	C. S. Veale, LL. D.	18	15	...	4	...	0	15	...	...	...	...	...
269	Emory and Henry College.	Emory, Va.	1838	Meth. Episcopal South.	Rev. E. W. W. Hey, D. D.	5	

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* Statistics for 1871-72.

200	Georgetown College,	Georgetown, D. C.	1815-1789	Catholic	Rev. John Early, S. J.	517	2	19	0	56	3	24	24	..
201	National Deaf-Mute Col- lege.	Washington, D. C.	1864-1864	National	E. M. Gallaudet, Ph.D., LL.D.	10	5	2	1	2	4	3	24	24
202	Columbian College	do	1821-1822	Baptist	J. C. Welling, LL. D.	24	22	2	2	1	7	72	72	..
203	Gonzaga College	do	1838-1838	Catholic	Rev. James Clark	9	9	..	..	..	..	107	107	..
204	Howard University	do	1867-1866	Congregational	O. O. Howard, LL. D.	22	16	6	5	1	0	5	100	87
205	Santa F ⁶ University*	Santa F ⁶ , N. Mex.	1870	Presbyterian	Rev. D. F. McFarland	4	..	..	..	..	51	5	355	168
206	University of Deseret*.	Salt Lake City, Utah.	1850-1850	Mormon	John R. Park, M. D.	8	8	..	13	5	..	5	355	168
207	University of Washington	Seattle, Wash Ter	1861	..	E. K. Hill	2	2	..	..	..	2	48	24	24
208	Holy Angels College*	Vancouver City, Wash Ter.	1872	Catholic	Rev. P. Fr. Hylebos	3	3	..	..	..	..	..	..	..

* Statistics for 1871-72. (e) Chartered in 1813 as Washington College, and in 1871 as Washington and Lee University. (e) Faculty includes instructors of Female College and Scientific School.

30	Hesperian College.....	Woodland, Cal.	20	19	37	21	21	21	44	4	36	16-20	15,000	Thursday before July 4
31	Trinity College.....	Hartford, Conn.	88	54	4	50	44	38	11	4	38	10-20	22,000	June, last Thursday.
32	Wesleyan University.....	Middletown, Conn.	190	103	131	118	118	50	100	4	37	15-30	86,000	June, Thurs. after last Mon.
33	Yale College.....	New Haven, Conn.	517	103	131	118	118	50	100	4	37	14-16	6,000	June, last Wednesday.
34	Delaware College.....	Newark, Del.	12	3	4	5	4	2	3	4	40	12	20,000	August, 1st Wednesday.
35	Bowdoin College.....	Bowdoin, Me.	22	11	2	4	4	2	2	4	48	16-25	5,000	July, Monday after 1st Sun.
36	University of Georgia.....	Athens, Ga.	255	11	2	4	4	2	2	4	48	18-20	3,000	August, 1st Wednesday.
37	Oglethorpe University.....	Atlanta, Ga.	38	14	24	24	24	20	20	4	42	18-20	3,000	June, 1st Thursday.
38	Mercer University.....	Macon, Ga.	189	13	6	1	5	2	17	3	40	12-18	1,500	September 1.
39	Emory College.....	Oxford, Ga.	76	13	6	1	5	2	17	3	40	12-18	1,500	September 1.
40	Abingdon College.....	Abingdon, Ill.	104	37	8	25	3	18	2	9	0	7	1,000	June, 2d Thursday.
41	Illinois Wesleyan Univ'y.....	Bloomington, Ill.	150	23	14	11	3	10	8	5	5	7	5,000	September, 1st Monday.
42	Saint Viator's College.....	Bourbonnais-Grove, Ill.	150	23	14	11	3	10	8	5	5	7	5,000	September, 1st Monday.
43	Blackburn University.....	Carlinville, Ill.	79	23	14	11	3	10	8	5	5	7	22,000	June, last Wednesday.
44	Chicago University.....	Chicago, Ill.	75	19	16	15	15	15	15	15	15	15	8,200	June, 4th Thursday.
45	Saint Ignatius College.....	East St. Louis, Ill.	44	20	15	15	15	15	15	15	15	15	8,000	June, 1st Thursday.
46	Saint Aloysius College.....	Eureka, Ill.	216	34	8	30	5	33	1	17	15	15	2,000	June, 3d week, Thursday.
47	Northwestern University.....	Evanston, Ill.	146	34	8	30	5	33	1	17	15	15	2,000	June, next to last Thursday.
48	Freeport College.....	Freeport, Ill.	61	26	9	4	6	6	6	6	6	6	7,000	June, 2d Wednesday.
49	Lombard University.....	Galesburg, Ill.	61	26	9	4	6	6	6	6	6	6	7,000	June, 2d Wednesday.
50	Knox College.....	do	61	26	9	4	6	6	6	6	6	6	7,000	June, 2d Wednesday.
51	Illinois College.....	Jacksonville, Ill.	25	9	4	6	6	6	6	6	6	6	8,000	June, 4th Thursday.
52	McKendree College.....	Lebanon, Ill.	139	33	5	35	6	26	7	20	5	16-18	8,000	June, 1st Thursday.
53	Lincoln University.....	Lincoln, Ill.	44	10	4	4	4	4	4	4	4	4	2,000	June, 2d Thursday.
54	Monmouth College.....	Monmouth, Ill.	121	18	16	20	2	22	14	22	10	16-18	2,000	June, 3d week, Thursday.
55	Northwestern College.....	Naperville, Ill.	22	2	8	6	4	4	4	4	4	14-18	2,000	June, next to last Thursday.
56	Augustana College.....	Paxton, Ill.	10	6	4	4	4	4	4	4	4	10	600	June, 2d Wednesday.
57	Saint Joseph's Ecclesiastical College.....	Trenton, Ill.	46	23	7	9	4	4	4	4	4	10	7,000	June, 2d Wednesday.
58	Shurtleff College.....	Upper Alton, Ill.	46	23	7	9	4	4	4	4	4	10	4,250	June, 2d Thursday.
59	Westfield College.....	Westfield, Ill.	41	16	4	12	3	2	2	2	2	6-20	3,300	June 18.
60	Wheaton College.....	Wheaton, Ill.	44	5	4	5	14	2	2	2	2	13	3,000	June 25.
61	Salem College.....	Bourbon, Ind.	211	72	23	44	11	33	6	17	3	14	6,000	July 3.
62	Indiana University.....	Bloomington, Ind.	280	32	25	10	22	10	22	10	22	12-20	12,000	June, 4th Wednesday.
63	Wabash College.....	Crawfordsville, Ind.	88	41	15	19	1	1	1	1	1	860	3,000	September 1.
64	Coarctia College.....	Fort Wayne, Ind.	14	10	1	0	1	1	1	1	1	14	1,000	June 19.
65	Franklin College.....	do	17	3	4	4	4	4	4	4	4	12-15	1,000	June, 3d week.
66	Indiana Asbury Univ.....	Franklin, Ind.	12	3	4	4	4	4	4	4	4	13-17	7,000	June 13.
67	Hanover College.....	Greencastle, Ind.	74	27	27	27	27	27	27	27	27	8-13	503	June, Thurs. after 2d Tues.
68	Hartsville University.....	Hartsville, Ind.	7	2	3	3	3	3	3	3	3	20	5,000	June 24.
69	Northwestern Univ.....	Indianapolis, Ind.	84	35	15	8	4	6	4	8	1	12-14	400	June, 1st Wednesday.
70	Howard College.....	Kokomo, Ind.	69	3	1	1	1	1	1	1	1	12-16	340	June 19.
71	Union Christian College.....	Moores Hill, Ind.	12	4	1	4	1	1	1	1	1	12-16	12,000	June, last Wednesday.
72	University of Notre Dame.....	Notre Dame, Ind.	58	30	18	12	9	3	10	2	0	12	3,300	June 25.
73	Earlham College.....	Richmond, Ind.	60	18	16	6	2	9	3	10	2	15	4,000	June, last Thursday.
74	St. Meinrad's College.....	Saint Meinrad, Ind.	41	11	8	11	11	11	11	11	11	15	4,000	June, last Thursday.
75	Burlington University.....	Burlington, Iowa.	41	11	8	11	11	11	11	11	11	15	2,000	June, last Thursday.

- Elective

231	Washington and Jefferson College.	Washington, Pa.	100	38	36	15	11	4	39	8	10	10,000	Wednesday before July 3.
235	Waynesburg College.	Waynesburg, Pa.	112	20	18	12	14	10	4	12	16	1,500	September, first week.
236	Waynesburg College.	W. Haverford, Pa.	44	11	13	12	8	3	4	6-23	10	8,750	July 10.
237	Saint Vincent's College.	Pa.	143	.....	.....	.....	.....	.....	.....	6180	.....	6,000	July.
238	Brown University.	Providence, R. I.	234	56	77	41	50	55	4	37.50	30-32	42,000	June, last Wednesday.
239	College of Charleston.	Charleston, S. C.	.....	.....	.....	.....	.....	32	4	15-50	16-30	37,000	June 29.
240	University of South Carolina.	Columbia, S. C.	.....	.....	.....	.....	.....	.....	4	600	15	.....	June, third Wednesday.
241	Furman University.	Greenville, S. C.	.....	.....	.....	.....	.....	.....	4	6125	.....	800	Do.
242	Claidin University.	Orangeburg, S. C.	92	32	29	17	14	0	4	30	15	15,000	June, last Wednesday.
243	Wofford College.	Spartanburg, S. C.	138	9	0	2	2	150	4	415	15	4,000	June, last Thursday.
244	Newberry College.	Wallula, S. C.	80	20	21	6	8	0	4	135-190	10-14	2,200	May, last Wednesday.
245	East Tennessee Wesleyan University.	Athens, Tenn.	.....	.....	.....	.....	.....	.....	4	40	12-15	5,000	June, first Thursday.
246	King College.	Bristol, Tenn.	36	12	6	6	10	.....	4	24-36	9	.....	June, first Wednesday.
247	Greenville and Tusculum College.	Greenville, Tenn.	12	4	5	1	2	.....	4	30	.....	1,200	June 18.
248	West Tennessee College.	Jackson, Tenn.	.....	.....	.....	.....	.....	.....	4	15-18	11	.....	June 3.
249	Jonesborough College.	Jonesboro, Tenn.	62	34	12	9	7	0	4	30-35	14-20	2,000	May, last Thursday.
250	East Tennessee University.	Knoxville, Tenn.	.....	.....	.....	.....	.....	.....	4	630-60	14-16	.....	June 13.
251	Cumberland University.	L Lebanon, Tenn.	103	23	34	21	25	.....	4	4-5	8-19	450	May 24.
252	Maryville College.	Maryville, Tenn.	30	.....	.....	.....	.....	.....	4	12.50	20	10,000	September, first Monday.
253	Union University.	Murfreesborough, Tenn.	.....	.....	.....	.....	.....	.....	4	6100	21	5,000	July 11.
254	Central Tennessee College.	Nashville, Tenn.	.....	.....	.....	.....	.....	.....	36	675	30	1,000	June.
255	University of Nashville.	.....do.....	37	.....	.....	.....	.....	.....	.....	.....	35	500	June, last Thursday.
256	Fisk University.	.....do.....	12	3	4	2	.....	.....	.....	6130	12-50	2,700	June, second Wednesday.
257	University of the South.	Sewanee, Tenn.	.....	.....	.....	.....	.....	.....	4	60	15	15,000	July, second Wednesday.
258	Texas Military Institute.	Austin, Tex.	.....	.....	.....	.....	.....	.....	5	650	15	12,000	Do.
259	Saint Joseph's College.	Brownsville, Tex.	.....	.....	.....	.....	.....	.....	4	56-84	6210	3,500	June 25.
260	University of Saint Mary.	Galveston, Tex.	35	19	12	4	.....	.....	6	.....	.....	.....	.....
261	Baylor University.	Henderson, Tex.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
262	Henderson College.	Henderson, Tex.	120	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
263	Waco University.	Waco, Tex.	41	12	4	11	2	0	4	60	12-50	2,700	June, second Wednesday.
264	University of Vermont.	Burlington, Vt.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
265	Middlebury College.	Middlebury, Vt.	54	20	12	13	13	0	7	15	12-16	15,000	July, second Wednesday.
266	Norwich University.	Northfield, Vt.	27	12	0	5	10	.....	4	.....	6210	3,500	June 25.
267	Randolph-Macon College.	Ashland, Va.	.....	.....	.....	.....	.....	.....	4	87.50	13	37,000	Thursday before July 4.
268	University of Virginia.	Charlottesville, Va.	240	.....	.....	.....	.....	.....	53	75	18	13,580	June, first Wednesday.
269	Emory and Henry College.	Emory, Va.	62	27	25	25	15	.....	4	660	13	7,000	June.
270	Hampden Sidney College.	Hampden Sidney, Va.	88	.....	.....	.....	.....	.....	4	50	13-18	.....	.....
271	Washington and Lee University.	Lexington, Va.	240	.....	.....	.....	.....	.....	2	100	15	10,000	June, fourth Thursday.
272	Virginia Military Institute.	.....do.....	300	86	95	63	56	.....	2	100	15	5,000	July 4.
273	Richmond College.	Richmond, Va.	.....	.....	.....	.....	.....	.....	0	670-80	10	3,000	July 1.

List of colleges appearing in the report of 1871 from which no information has been received.

Name.	Location.	Name.	Location.
La Grange College	La Grange, Ala	Jefferson College	Washington, Miss.
McKenzie College	Batesville, Ark	Woodland College	Independence, Mo.
Petaluma College	Petaluma, Cal	Saint Charles College	Saint Charles, Mo.
Union College	San Francisco, Cal	University of Nebraska	Lincoln, Nebr.
San Raphael College	San Raphael, Cal	Burlington College	Burlington, N. J.
Sonoma College	Sonoma, Cal	Martin Luther College	Rhinecliff, N. Y.
Washington College	Washington, Cal	Saint Joseph's College	Rhinecliff, N. Y.
Atlanta University	Atlanta, Ga	University of North Carolina	Chapel Hill, N. C.
Christ's College	Montpelier, Ga	Olin College	Iredell County, N. C.
Quincy College	Quincy, Ill	Farmer's College	College Hill, Ohio.
Jubilee College	Robin's Nest, Ill	Harlem Springs College	Harlem Springs, Ohio.
Saint Patrick's College	Ruma, Ill	Saint Louis College	Louisville, Ohio.
Dunkard College	Bourbon, Ind	Muskingum College	New Concord, Ohio.
Brookville College	Brookville, Ind	Corvallis College	Corvallis, Oreg.
Smithson College	—, Ind	Oregon State University	Eugene City, Oreg.
Parson's College	Des Moines, Iowa	Oregon College	Oregon City, Oreg.
Fairfield College	Fairfield, Iowa	Philomath College	Philomath, Oreg.
Lane University	Lecompton, Kans	Avery College	Allegheny City, Pa.
Leland University	New Orleans, La	Moravian College	Bethlehem, Pa.
Jefferson College	Saint Michael, La	Maimonides College	Philadelphia, Pa.
Borromeo College	Pikesville, Md	Hiawassa College	Madisonville, Tenn.
Saint Philip's College	Detroit, Mich	Franklin College	Nashville, Tenn.
Hope College	Holland, Mich	Saint Mary's College	San Antonio, Texas.
Semple-Broadus College	Centro Hill, Miss.	Saint John's College	Norfolk, Va.
Shaw University	Holly Springs, Miss.	Wayland University	Beaver Dam, Wis.
Alcorn University	Jackson, Miss	Carroll College	Waukesha, Wis.
Oakland College	Oakland, Miss		

* Suspended.

The following-named institutions appearing in the report of 1871 are not known by this office to be now in existence.

Name.	Location.	Remarks.
Florence University	} Florence, Ala	Identical.
Wesleyan University		
Marysville College	Marysville, Cal	
Brandywine College	Brandywine, Del	
Marshall College	Henry, Ill	
Mendota College	Mendota, Ill	
Valparaiso College	Valparaiso, Ind	
Thompson University	Baldwin, La	
Baton Rouge College	Baton Rouge, La	
Mount Lebanon College	Mount Lebanon, La	
Jefferson City College	Jefferson City, Mo	
Congregational College	Fontanelle, Nebr	
Genesee College	Lima, N. Y.	Consolidated with Syracuse University.
Presbyterian Synodical College	Lagrange, Tenn	
Lookout Mountain Educational Institute	Lookout Mountain, Tenn.	
Colorado College	Columbus, Texas	Suspended.
Aranama College	Goliad, Texas	

MEMORANDA.

East Alabama Male College	Auburn, Ala	Transferred to Agricultural and Mechanical College of Alabama.
Spring Hill College, (near Mobile)	Spring Hill, Ala	See Saint Joseph's College.
Pacific Methodist College	Vacaville, Cal	See Pacific Methodist College, Santa Rosa, Cal. (Identical.)
Jarvis Hall Collegiate School	Colorado Territory	See Table VI.
Illinois Industrial University	Urbana, Ill	See Table X, Part I.
Boston University	Boston, Mass	Academical department not yet organized.
Palmyra College	Palmyra, Mo	See Saint Paul's College. (Identical.)
Hampton Normal Institute	Hampton, Va	See Table X, Part I.
Reusselner Polytechnic Institute	Troy, N. Y	See Table X, Part II.
German Wallace College	Berea, Ohio	Connected with Baldwin University, Berea, Ohio.
Janesville College	Janesville, Wis	See Table V.

TABLE IX.—Statistics of institutions for the superior instruction of females—Continued.

NOTE.—The mark (x) indicates the branches taught, and also the possession of a laboratory, cabinet, &c.

Number.	No. students in partial course.	Number post-graduate students.	Total number of students.	Number of free scholarships.	Number of graduates since organization.	Degrees conferred by college.	Number conferred at last commencement.	No. years in preparatory course.	No. years in collegiate course.	No. weeks in scholastic year.	Number of volumes in library.	Character of course.										Annual cost of board and lodging.	Annual cost of tuition in preparatory course.	Annual cost of tuition in regular course.	Date of entrance examination.	Scholastic year begins—	Date of commencement.
												English.	Classical.	Modern languages.	Drawing.	Painting.	Vocal music.	Instrumental music.	Chemical laboratory.	Philosophical cabinet.	Natural history museum.							Astronomical observatory.	Art gallery.
1			50	4	200			5	4	40	1,200	x	x	x	x	x	x	x	x	x	x	x	x	x	September 12	June 30.	
2	11		101					5	4	40	3,000	x	x	x	x	x	x	x	x	x	x	x	x	x	September 4	June 19.	
3	10		132	1				5	4	40	500	x	x	x	x	x	x	x	x	x	x	x	x	x	1st Wed. of Sept.	2d Wed. of June.	
4	4		140		250			4	4	40	1,000	x	x	x	x	x	x	x	x	x	x	x	x	x	1st Mon. in Oct.	Last Thu., June.	
5		6	121					5	4	40	3,000	x	x	x	x	x	x	x	x	x	x	x	x	x	October 1	July 1.	
6								4	4	40	1,000	x	x	x	x	x	x	x	x	x	x	x	x	x	October 1	Do.	
7	11	112			17	M. A.		4	5	40	1,000	x	x	x	x	x	x	x	x	x	x	x	x	x	October 1	Do.	
8								5	4	40		x	x	x	x	x	x	x	x	x	x	x	x	x	4th Wed in Sept.	4th Mon. in June.	
9	12	4	90	2				5	4	40		x	x	x	x	x	x	x	x	x	x	x	x	x	July 29.	May 27.	
10	7	1	71		68			4	4	40		x	x	x	x	x	x	x	x	x	x	x	x	x	July 29.	May 27.	
11								5	4	47	3,000	x	x	x	x	x	x	x	x	x	x	x	x	x	August 17	Last of June.	
12		486			7	B. S.	2	5	4	40	2,000	x	x	x	x	x	x	x	x	x	x	x	x	x	October 1	Last of June.	
13		75						4	4	40	60	x	x	x	x	x	x	x	x	x	x	x	x	x	October 1	Last of June.	
14		123						4	4	40	30	x	x	x	x	x	x	x	x	x	x	x	x	x	October 1	Last of June.	
15								4	4	42	30	x	x	x	x	x	x	x	x	x	x	x	x	x	October 1	Last of June.	
16		136						3	4	42	975	x	x	x	x	x	x	x	x	x	x	x	x	x	October 1	Last of June.	
17		40						4	4	39		x	x	x	x	x	x	x	x	x	x	x	x	x	1st Mon. in Sept.	1st Mon. in July.	
18	3		132	20	320	A. B., M. E. L.	10	4	4	42	3,500	x	x	x	x	x	x	x	x	x	x	x	x	x	1st Wed. in Sept.	1st Tues. in July.	
19	10		105	10	100	M. E. L.	5	3	4	40		x	x	x	x	x	x	x	x	x	x	x	x	x	1st Mon. in Sept.	3d Thu. in June.	
20								5	4			x	x	x	x	x	x	x	x	x	x	x	x	x	do	2d Thu. in June.	
21												x	x	x	x	x	x	x	x	x	x	x	x	x	do	2d Thu. in June.	
22												x	x	x	x	x	x	x	x	x	x	x	x	x	do	2d Tues. in Aug.	
23								4	4	40	800	x	x	x	x	x	x	x	x	x	x	x	x	x	2d Tues. in Aug.	Last Wed., June.	
24								4	4	40		x	x	x	x	x	x	x	x	x	x	x	x	x	4th Tues. in Aug.	1st Wed. in July.	
25								5	4	38		x	x	x	x	x	x	x	x	x	x	x	x	x	Last Tues. in Aug.	Last Wed., June.	
26		4	155		240			3	4			x	x	x	x	x	x	x	x	x	x	x	x	x	Last Wed. in Aug.	Last Wed., June.	
27								1	5	40		x	x	x	x	x	x	x	x	x	x	x	x	x	1st Mon. in Oct.	Wed. after 2d Mon. in July.	
28		2	190		4	500						x	x	x	x	x	x	x	x	x	x	x	x	x	1st Mon. in Oct.	Wed. after 2d Mon. in July.	

Agricultural department of Corvallis College	Corvallis, Oreg	2,000	Free	500,000	90,000	90,000	70,000	90,000	780,000	430,186	Oct. 27, 1868
Agricultural College of Pennsylvania	Agr. Coll. P. O., Pa.				750,000	750,000	750,000	750,000	780,000	430,186	Feb. 19, 1867
Agricultural and Scientific department of Brown City	Providence, R. I.				121,000	121,000	120,000	120,000	120,000	50,000	Jan. 27, 1863
South Carolina Agricultural College and Mechanical Institute, (Claflin University)	Orangeburgh, S. C.				150,000	150,000	150,000	150,000	150,000	150,330	Mar. 12, 1872
Tennessee Agricultural College, (East Tennessee Univ'y)	Knoxville, Tenn.		\$36		300,000	300,000	300,000	300,000	300,000	271,875	Jan. 16, 1869
Agricultural and Mechanical College of Texas	Bryan, Tex.				180,000	180,000	180,000	180,000	180,000	156,000	Apr. 17, 1871
University of Vermont and State Agricultural College	Barlington, Vt.		45	125,000	150,000	150,000	150,000	150,000	150,000	143,000	Nov. 22, 1864
Hampton Normal and Agricultural Institute	Hampton, Va.		Free		100,000	100,000	100,000	100,000	100,000	95,000	Mar. 19, 1872
The Virginia Agricultural and Mechanical College	Blacksburgh, Va.		\$30	250,000	200,000	200,000	200,000	200,000	200,000	190,000	Feb. 7, 1867
Agricultural department of West Virginia University	Morgantown, W. Va.		30		150,000	150,000	150,000	150,000	150,000	90,000	Feb. 7, 1867
College of Arts, (University of Wisconsin)	Madison, Wis.		18	206,000	240,000	240,000	240,000	240,000	153,400	182,370	Feb. 8, 1868

* College not yet established.

† Free to residents of the State; \$50 to others.

TABLE X.—PART II.—Statistics of schools and of collegiate departments of science—Continued.

Number.	Name.	Location.	Students—Cont.				Degrees conferred at last commencement.						Number of years in course.	Whole number of graduates of institution.	Number of weeks in school last year.	Volumes in library.	Annual cost of tuition.	Amount of endowment.		
			Number in special course.	Number in preparatory course.	Number who have received an academic degree.	Number of free scholars.	P.H.B.	C.E.	B.S.	M.S.	M.E.	E.M.								
1	Scientific department of Saint Mary's College.	San Francisco, Cal.			1										4	40	200	\$60 00		
2	Scientific department of Blackburn University.	Carlinville, Ill.	1												3	38	1,000	21 00	\$200,000	
3	Illinois Agricultural College.	Urbana, Ill.	1	144											2	40	200	21 00		
4	Scientific department of Saint Meinrad's College.	Saint Meinrad, Ind.													4	42		30 00		
5	Scientific department of Concord College.	Mount Vernon, Iowa			1										4	36		25 00		
6	Scientific department of Bowdoin College.	Brunswick, Me.			4	12									1	36		75 00		
7	Lawrence Scientific School, Harvard University.	Cambridge, Mass.			6	4									3	47	1,000	150 00	500,000	
8	Worcester County Free Institute of Industrial Science.	Worcester, Mass.			1										3	42		150 00	550,000	
9	University of Michigan.	Ann Arbor, Mich.													10	12	8	1		6150,000
10	Scientific department of Hillsdale College.	Hillsdale, Mich.													3	37	4,500	6-8 00		
11	Scientific course of McGee College.	College Mount, Mo.			1150										31	42	520	50 00		
12	Scientific department of Washington University.	Saint Louis, Mo.			1										10	4	40	100 00		
13	Chanler scientific department of Dartmouth College.	Hanover, N. H.			4										17	4	39	1,500	120,000	
14	Thayer School of Civil Engineering of Dartmouth Coll.	Hanover, N. H.			4										2	43	5,000	60 00	70,000	
15	Stevens Institute of Technology.	Hoboken, N. J.													4	38	3,000	75 00	650,000	
16	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y.													4	40	3,000	30 00		
17	School of Mines of Columbia College.	New York, N. Y.	16	63											3	37	3,500	200 00		
18	Department of Science, Univ. of the City of New York.	do.	3												8	41	4	Free.		
19	Rensselaer Polytechnic Institute.	Troy, N. Y.	6												17	40	3,000	200 00	120,000	
20	Scientific department of Denison University.	Granville, Ohio.	5												4	40	3,000	30 00		
21	Scientific department of Mount Union College.	Mount Union, Ohio.			207										2	39	3,000	30-35 00	105,000	
22	Scientific department of Oberlin College.	Oberlin, Ohio.			256										137	4	36	9 00	615,000	
23	Scientific department of Otterbein University.	Westerville, Ohio.			447										513	4	36	24 00	61,000	
24	Scientific department of Villanova University.	Salern, Oreg.			285										60	4	40	300	36 00	
25	Scientific department of Villanova College.	Bryn Mawr, Pa.			240										83	4	39	3,000	40,000	
26	Pardee scientific department of Lafayette College.	Easton, Pa.			14										2	39	3,000	250 00		
27	Scientific department of University of Pennsylvania.	Philadelphia, Pa.													4	40	3,000	150 00		
28	Scientific school of Lehigh University.	South Bethlehem, Pa.													2	40		70 00		
29	Scientific department of Cumberland University.	Lebanon, Tenn.			1										2	36		100 01	100,000	
30	Scientific department of University of Virginia.	Charlottesville, Va.			2										2	36		100 01		
31	Scientific department of Washington and Lee University.	Lexington, Va.			2										2	36		100 01		
32	New Market Polytechnic Institute.	New Market, Va.			40										3	39	5,000	45-65 00		

* Elective.

(c) Reported in "partial" course.

(d) Includes endowment of classical department.

(e) Endowment of college.

replies to inquiries by the United States Bureau of Education.

President or senior professor.	Number of—				Number of students.			Number of—						Annual cost of tuition.	Amount of endowment.	Number.			
	Professors, (total.)	Resident professors.	Non-resident professors.	Instructors.	Endowed professorships.	Total.	In first year.	In second year.	In third year.	Present students who have received academic or other degree.	Resident licentiates.	Alumni.	Free scholarships.				Years in course.	Weeks in scholastic year.	Volumes in library.
James T. Murfee.....	7	6	1	4	..	9	2	3	4	..	..	..	3	40	1,000	Free.	..	1
J. A. Benton, D. D.....	3	2	1	3	..	5	..	3	2	..	..	3	6	344	2,000	Free.	\$75,000	2
Rev. W. A. Scott, D. D., LL. D.	4	..	..	..	..	6	2	2	2	..	..	..	..	..	..	Free.	..	3
William Thompson, D. D.....	5	5	..	6	5	27	14	5	5	14	..	330	5	340	7,000	Free.	..	4	
John Williams, D. D., LL. D.	9	6	3	7	..	35	12	11	12	23	..	102	..	332	..	Free.	..	5	
Noah Porter, D. D., LL. D.	5	5	2	..	4	94	45	36	23	80	2	..	..	335	..	..	..	6
Henry H. Tucker, D. D.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7
Rev. John W. Bailey, D. D.....	2	2	..	2	..	13	7	3	3	11	1	4	..	338	1,000	Free.	200,000	8	
Saml. C. Bartlett, D. D., dean	5	4	1	..	..	54	30	12	22	..	..	131	..	334	4,500	Free.	..	9
Rev. G. W. Northrup, D. D.....	5	4	1	5	..	50	24	11	15	15	..	67	..	335	15,000	Free.	80,000	10	
L. J. Halsey, sec'y of faculty	4	4	..	1	4	17	9	3	5	..	..	84	6	330	8,000	Free.	135,000	11
Henry Baunister, D. D.....	6	4	2	..	4	64	16	16	32	28	1	142	..	338	3,000	Free.	424,000	12	
H. W. Everest.....	12	2	2	..	2	32	22	10	..	4	5	25	..	237	500	Free.	18,000	13	
Alex. Young, D. D., LL. D.	3	3	..	..	..	20	9	5	6	16	..	216	..	324	2,200	Free.	15,000	14
T. U. Hasselquist, D. D.....	2	2	..	..	..	15	10	5	..	..	..	50	..	240	7,000	..	150,000	15
A. A. Kendrick, D. D.....	4	4	..	4	3	6	3	3	..	5	10	..	..	336	1,300	Free.	68,000	16
Rev. J. W. Scribner, A. M.....	1	..	..	..	..	11	..	..	..	..	..	..	..	..	..	..	..	17
Sigmund Fritschel.....	4	2	2	..	1	24	10	9	5	..	..	24	..	340	3,000	Free.	6,000	18
Rt. Rev. H. W. Lee, D. D.....	3	3	..	3	..	6	3	1	2	4	1	15	..	340	4,500	Free.	60,000	19	
Rev. J. Conzett.....	2	2	..	1	..	17	4	5	8	..	..	31	..	541	600	Free.	5,000	20
John Wheeler, D. D.....	..	..	..	..	..	16	..	..	..	..	..	..	..	240	..	\$15	..	21
Rev. M. M. Coghlan.....	5	5	..	10	..	240	19	5	..	..	1	45	..	640	5,000	200	..	22
Rev. N. M. Crawford.....	1	..	..	..	2	..	..	..	..	..	..	200	..	332	7,000	Free.	177,301	23
Rev. Basil Manly, D. D.....	2	2	..	..	..	22	..	..	..	..	..	..	..	240	..	Free.	48,000	24
Rev. Robert Milligan.....	3	3	..	1	2	104	..	..	..	..	..	..	..	440	20,000	Free.	..	25
Noah K. Davis, LL. D.....	1	1	..	1	..	13	6	4	3	..	16	6	..	340	1,000	Free.	..	26	
Rev. I. S. Leavitt, A. M.....	..	..	..	5	..	16	16	..	..	..	..	..	..	325	..	..	..	27
Enoch Pond, D. D.....	8	4	4	5	4	31	12	11	8	10	1	530	..	337	13,000	Free.	170,000	28	
O. B. Cheney, D. D.....	6	6	..	6	..	19	7	8	4	5	..	8	..	337	200	Free.	..	29	
Very Rev. I. Paul Dubreul, D. D.	6	6	..	..	..	19	7	8	4	..	..	70	..	442	..	250	..	30
Rev. John McCaffrey, D. D.....	4	..	..	..	..	25	..	..	..	..	..	..	..	..	..	..	..	31
Rev. A. M. Paresce, S. J.....	10	10	..	..	..	455	18	14	17	..	..	102	..	443	20,000	60	..	32
Rev. John L. Taylor.....	12	7	5	13	7	272	20	26	22	66	61	650	50	340	30,000	Free.	550,000	33	
Rev. Wm. F. Warren, D. D.....	9	5	4	6	..	104	44	40	20	64	..	633	2	338	4,000	Free.	650,000	34	
Charles W. Eliot, LL. D.....	5	4	1	2	5	119	3	4	4	6	1	428	9	337	16,000	50	..	35	
Rev. John S. Stone, D. D., dean	4	4	..	4	..	8	..	..	..	8	..	11	..	338	..	Free.	240,000	36
Rev. A. A. Miner, D. D.....	6	3	3	5	1	21	7	6	8	4	..	5	..	438	..	Free.	..	37	
Alvah Hovey, D. D.....	6	5	1	6	..	76	32	27	17	64	..	650	5	340	12,000	Free.	325,000	38	
Rev. Thomas Worcester.....	4	2	2	2	..	..	..	..	..	3	..	..	..	20	400	Free.	26,000	39
Daniel M. Graham, D. D.....	4	2	2	1	103	13	4	3	6	..	6	4	..	338	3,000	Free.	12,000	40	
Rev. August Weenaas, A. M.....	3	..	..	1	..	..	..	..	..	..	..	23	..	1,000	Free.	9,600	..	41
Alexius Edelbrock.....	..	..	..	..	..	15	..	..	..	..	..	..	..	..	..	..	..	42
Very Rev. A. Ferrina, C. M.....	..	..	..	..	..	6	..	..	..	..	..	..	..	..	..	..	..	43
Rev. Nathan L. Rice, D. D.....	3	..	..	..	..	48	..	..	..	..	..	..	..	..	..	..	..	44
T. Rambaut, D. D.....	4	4	..	..	..	..	..	..	..	..	..	..	..	36	3,000	Free.	40,000	45
C. F. W. Walther.....	6	5	1	3	..	171	42	56	73	..	..	..	..	340	5,000	..	..	46
Bp. R. S. Foster, D. D., LL. D.	5	5	..	8	..	40	12	19	9	13	..	35	..	335	10,000	..	250,000	47	
David D. Demarest, secretary of faculty.	4	4	..	4	4	21	7	6	8	19	..	551	..	335	15,000	Free.	214,000	48	
Jonathan F. Stearns, D. D.....	5	16	22,000	..	49
Rev. Charles Hodge, D. D.....	6	6	..	..	..	114	44	28	42	109	42	874	62	334	23,500	Free.	..	50
Rev. S. M. Hopkins, D. D.....	5	5	..	5	5	44	11	14	19	37	..	1,000	35	335	8,000	Free.	210,915	51	
Rev. J. A. A. Grabau.....	3	3	..	3	..	..	..	..	..	..	..	..	..	..	1,200	..	..	52
Rev. Ebenezer Fisher, D. D.....	3	3	..	2	..	24	7	9	8	..	..	66	..	339	6,000	Free.	48,000	53
Rev. James Rankine, D. D.....	1	1	..	4	1	3	22	..	100	Free.	23,376	54
Dr. E. Dodge, D. D., LL. D., senior professor.	4	4	..	4	2	31	19	13	..	24	..	610	25	240	10,454	Free.	28,000	55	

Besides buildings, \$148,000 capital and one-fourth of the income of \$410,000.
 * Principal part of the library burnt in the Boston fire, 1872. ¹⁰ Two partially endowed.
¹¹ Three to five years. ¹² Five years in connection with college course.

from replies to inquiries by the Bureau of Education—Continued.

President or senior professor.	Number of—				Number of students.				Number of—				Annual cost of tuition.	Amount of endowment.	Number.			
	Professors (total.)	Resident professors.	Non-resident professors.	Instructors.	Total.	In first year.	In second year.	In third year.	Present students who have received academic or other degree.	Resident licentiates.	Alumni.	Free scholarships.				Years in course.	Weeks in scholastic year.	Volumes in library.
Rev. T. T. Titus	..	..	..	..	8	..	..	..	..	..	..	..	..	..	2,000	Free.	311,000	63
Rev. Robert E. V. Rice, C. M.	13	13	..	..	167	13	15	17	..	..	170	..	..	..	3,500	Free.	246,000	60
James Harper	4	2	2	4	10	2	5	3	9	3	20	3	30	3,450	Free.	835,000	61	
Rev. George F. Seymour, D. D.	7	3	4	..	70	19	27	24	51	3	760	25	3	38	14,500	Free.	600,000	62
Rev. H. B. Smith, D. D., LL. D.	6	6	3	2	124	37	45	43	..	..	977	25	3	34	30,000	Free.	311,000	63
Augustus H. Strong, D. D.	5	5	..	2	61	14	12	12	33	1	427	6	3	41	8,000	Free.	225,000	64
Very Rev. H. Gabriels	7	7	..	..	..	..	..	..	..	..	118	..	..	..	5,000	Free.	..	65
Rev. B. Craven, D. D.	4	4	..	..	15	10	3	2	..	..	10	..	..	..	3,300	Free.	..	66
Henry Drees, D. D.	3	3	..	3	40	10	13	17	..	..	33	..	..	..	3,900	Free.	..	67
F. J. Pabisch, D. D., C. L. D., LL. D.	4	4	..	..	45	21	11	13	..	..	45	..	..	..	10,000	Free.	100	68
Theodore E. Thomas, D. D., chairman of faculty.	5	5	..	4	40	12	18	4	38	..	576	..	..	..	10,000	Free.	400,000	69
Rev. N. A. Moes	3	3	..	4	..	..	..	..	..	..	23	..	..	..	400	Free.	200	70
Rev. W. F. Lehmann	2	..	..	..	20	..	..	..	..	..	..	..	..	..	2,500	Free.	..	71
Rev. Frederick Merrick	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	72
Rt. Rev. C. P. McIlvaine, D. D., LL. D.	2	2	..	4	2	..	2	..	1	..	165	..	..	..	7,000	Free.	250,000	73
Rev. J. H. Fairchild, D. D.	9	6	3	1	41	21	10	10	27	2	272	..	..	..	11,000	Free.	60,000	74
Rev. S. Sprecher, D. D.	1	..	..	..	6	..	..	..	..	..	..	..	..	..	..	150	..	75
J. H. Good, D. D.	2	2	..	2	23	9	10	4	19	9	120	..	..	..	3,000	Free.	25,000	76
Rev. S. Wilson, D. D.	3	..	..	..	15	..	..	..	..	..	..	..	..	..	2,000	Free.	100	77
Rt. Rev. D. A. Payne, D. D.	..	..	..	..	8	3	4	1	..	5	..	..	..	..	..	..	..	78
..	3	..	..	..	36	..	..	..	..	..	..	..	..	..	..	..	..	79
M. W. Jacobus, D. D., LL. D.	6	4	2	12	82	35	26	21	76	1	1,075	18	3	34	13,000	Free.	262,244	80
Rt. Rev. Ed. de Schweinitz, S. T. D.	3	3	..	1	25	..	..	..	14	..	215	..	..	..	5,000	Free.	200	81
J. H. A. Bomberger	..	..	..	..	8	6	2	..	..	..	2	..	..	..	5,000	Free.	..	82
J. A. Brown, D. D.	7	4	3	7	46	10	14	25	40	..	547	..	..	..	12,000	Free.	100,000	83
Rev. E. V. Gerhart, D. D.	3	..	..	..	27	12	10	5	25	..	228	..	..	..	8,000	Free.	80,000	84
Rev. A. A. Livermore	7	4	3	8	22	6	8	8	1	..	168	..	..	..	11,000	Free.	141,000	85
James A. Corcoran, D. D.	9	9	..	4	62	14	15	13	23	..	120	..	..	..	11,000	Free.	..	86
I. N. Rendall, D. D.	7	4	3	7	7	6	1	..	2	..	16	2	..	..	3,000	Free.	26	87
D. R. Goodwin, D. D., LL. D.	5	5	..	4	28	13	4	11	10	..	109	1	..	..	6,000	Free.	..	88
Rev. Chas. F. Schaeffer, D. D.	4	4	..	3	14	2	4	8	14	1	61	..	..	..	..	Free.	..	89
Rev. S. Wall	4	4	..	12	..	..	..	..	..	..	60	..	..	..	4,500	Free.	200	90
H. Ziegler	3	3	..	3	14	5	6	3	..	..	56	..	..	..	2,500	Free.	..	91
H. G. Weston, D. D.	4	4	..	4	47	37	12	8	..	1	33	..	..	..	6,000	Free.	225,000	92
Rev. George Howe, D. D.	5	5	..	5	54	18	26	10	4	..	413	16	8	39	18,600	Free.	180,190	93
James P. Boyce, D. D., LL. D.	5	5	..	5	50	..	..	..	..	..	204	..	..	..	3,000	Free.	..	94
Rev. B. W. McDonald, D. D., LL. D.	..	..	..	1	12	6	6	..	..	..	..	..	..	..	5,000	Free.	25,000	95
John Braden, A. M.	2	1	1	..	17	16	1	..	6	..	..	..	..	..	450	Free.	..	96
William C. Crane, D. D.	5	1	4	..	12	..	..	..	12	..	..	..	..	..	..	Free.	..	97
Rev. D. C. Bixby	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	98
William Sparrow	4	4	..	..	48	..	..	..	1	..	..	..	..	..	10,800	Free.	220,000	99
Rev. M. O'Keefe	2	..	..	..	6	..	..	..	..	..	..	..	..	..	..	..	..	100
Rev. R. L. Dabney, clerk	4	4	..	4	56	20	16	21	40	..	400	14	3	33	7,500	Free.	200,000	101
Rev. Charles H. Corey, A. M.	2	2	..	2	23	..	..	..	..	..	..	..	..	..	1,000	Free.	..	102
S. A. Repass	1	1	..	4	6	6	..	..	6	..	..	..	..	..	500	Free.	..	103
Rev. Theodore Normann	2	..	..	..	6	..	..	..	..	..	..	..	..	..	..	..	..	104
H. A. Muehlmeier	3	3	..	1	26	6	12	8	..	..	20	..	..	..	1,600	Free.	550	105
Dr. Joseph Salzmann, D. D.	12	12	..	..	175	85	56	40	..	..	175	3	28	43	5,000	Free.	161	106
A. D. Cole	4	4	..	5	42	12	12	18	12	..	138	..	..	..	6,000	Free.	25,000	107
General O. O. Howard	8	1	7	..	27	12	15	..	..	..	..	..	..	..	..	Free.	..	108
Rev. G. M. P. King	3	3	..	5	44	12	20	6	10	..	..	..	..	..	400	Free.	..	109

* The theological department is not yet organized. * To \$150. * The years counted here are only the first and second years of philosophy and the first year of theology. * To five. * To three. * To nine.

plies to inquiries by the United States Bureau of Education.

President or dean.	Professors.			Students.					Number of alumni.	Number of years in course.	Number of weeks in scholas- tic year.	Number of volumes in li- brary.	Annual cost of tuition.	Number.
	Total number.	Number of resident professors.	Number of non-resi- dent professors.	Total number.	Number in first year.	Number in second year.	Number in third year.	Number of present students who have received an ac- ademic or other degree.						
Prof. Wm. C. Robinson	4	4	7	36	23	13	10	2	2	37	2,000	\$90	1	
A. A. Lipscomb, D. D.	4	1	1	15	15						731		2	
Hon. Henry Booth, LL. D., dean	4	1	1	23									3	
Robert Alyn	2	1	1							39	650		4	
Cyrus Nutt	2	2		51	25	26	10	289	2	25	2,000	Free	5	
W. F. Black	3	3		15	8	7		40	20	20			6	
Rev. A. Lemonier, S. S. C.	5	3	2	5	5	7		4	10	40	400	300	7	
George Thatcher, president	4	1	3	67				15	138	1	38	2,000	50	
John Wheeler, D. D.	4							15	1	37			9	
Hon. M. C. Johnson	3	3		26					2	20	5,000	60	10	
Hon. George S. Hilliard, LL. D.	14	13	1	61	61			30	3	36	1,000	50	11	
Charles W. Elliot, LL. D.	10	3	7	112	71	36	65	62	1,764	37		(c)	12	
John N. Waddel, D. D.	1	1		10	7	3		102	2	36	1,000	50	13	
Hon. T. M. Cooley, dean	4	1	3	348				61	1,172	2	24		14	
Hon. Philemon Bliss	7	3	4	39	21	8		10	2	27	1,000	46	15	
G. M. Stewart, dean	8	8	2	60					47	2	24		16	
Prof. Isaac Edwards	5	5		95	60	35		1,223	2	38	1,500	130	17	
F. A. P. Barnard, D. D., LL. D.	4	3	1	291	124	167	124	791	2	32	4,000	100	18	
Judge H. E. Davies, LL. D.	5	5		21				217	2	36	2,000	100	19	
Rev. B. Craven, D. D.	1	1		30	22	8		10	2	42		30	20	
George Hoadley	4	4		63	46	17		1,154	2	26			21	
John Crowell, LL. D.	3	3						431	2		5,000	90	22	
Rt. Rev. D. A. Payne, D. D.	6	2	4	5		4	1		4	42	50		23	
Hon. J. H. Graham, LL. D.									2				24	
E. Spencer Miller, A. M.	23			62					2	32			25	
Geo. Woods, LL. D., chancellor									2				26	
Hon. Joseph J. Lewis	6	5	1	4	4			4	2	36	250	50	27	
Hon. R. W. Barnwell, LL. D.	1	1							2	40		50	28	
Rev. B. W. McDonald, D. D., LL. D.	2	2		92				700	1	40	2,000	120	29	
Wm. Carey Crane, D. D.	4	2	2	24	15	9		38	2	32	300	100	30	
Charles S. Venable, LL. D.	2	2		85					2	36		80	31	
Gen. G. W. C. Lee													32	
B. Puryear, A. M., dean	2	2								36		80	33	
Hon. P. L. Spooner, dean	7	7		23				10	1	38	400	30	34	
Rev. John Early, S. J.	4	4		57	32	25		10	2	35		80	35	
James C. Welling, LL. D.	5	3	2	96	50	46		581	2	36	500	80	36	
John M. Langston, A. M.	3	1	2	67	37	30		27	2		400	40	37	
W. B. Wedgewood, LL. D. (b)	6	3	3	98	35	39	24	30	31	2			38	

(f) Suspended for the present.
 (g) Law department comprehended in the general organization.
 (h) Vice-chancellor.
 (k) For the year 1871.

No.	Institution	City	State	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900																														
20	Medical school of Harvard Univ.	Boston	Mass.	1782	1846	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880																													
21	New England Female Medical Coll.	do	do	1826	1848	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880																											
22	Medical dept Michigan University	Ann Arbor	Mich.	1817	1818	1819	1820	1821	1822	1823	1824	1825	1826	1827	1828	1829	1830	1831	1832	1833	1834	1835	1836	1837	1838	1839	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850																										
23	Detroit Medical College	Detroit	Mich.	1808	1809	1810	1811	1812	1813	1814	1815	1816	1817	1818	1819	1820	1821	1822	1823	1824	1825	1826	1827	1828	1829	1830	1831	1832	1833	1834	1835	1836	1837	1838	1839	1840	1841	1842	1843	1844	1845																						
24	Medical College of the University of the State of Missouri	Columbia	Mo.	1809	1810	1811	1812	1813	1814	1815	1816	1817	1818	1819	1820	1821	1822	1823	1824	1825	1826	1827	1828	1829	1830	1831	1832	1833	1834	1835	1836	1837	1838	1839	1840	1841	1842	1843	1844	1845																							
25	Kansas City College of Physicians and Surgeons	Kansas City	Mo.	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896																							
26	Medical College of Kansas City	do	do	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880																			
27	Missouri Medical College	Saint Louis	Mo.	1836	1837	1838	1839	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880															
28	Saint Louis Medical College	do	do	1836	1837	1838	1839	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880															
29	Dartmouth Medical College	Hanover	N. H.	1797	1811	1812	1813	1814	1815	1816	1817	1818	1819	1820	1821	1822	1823	1824	1825	1826	1827	1828	1829	1830	1831	1832	1833	1834	1835	1836	1837	1838	1839	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860									
30	Albany Medical College	Albany	N. Y.	1839	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890								
31	Long Island College Hospital	Brooklyn	N. Y.	1839	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890								
32	Medical dept University of Buffalo	Buffalo	N. Y.	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900					
33	Bellevue Hospital, Medical College	New York City	N. Y.	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910										
34	College of Physicians and Surgeons	do	do	1807	1808	1809	1810	1811	1812	1813	1814	1815	1816	1817	1818	1819	1820	1821	1822	1823	1824	1825	1826	1827	1828	1829	1830	1831	1832	1833	1834	1835	1836	1837	1838	1839	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860						
35	Free Medical College for Women	do	do	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920										
36	Medical department University of New York	do	do	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
37	Women's Medical College of the New York Infirmary	do	do	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920							
38	College of Physicians and Surgeons of Syracuse University	Syracuse	N. Y.	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920									
39	College of Physicians and Surgeons	Wilmington	N. C.	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920										
40	Medical College of Ohio	Cincinnati	Ohio	1819	1820	1821	1822	1823	1824	1825	1826	1827	1828	1829	1830	1831	1832	1833	1834	1835	1836	1837	1838	1839	1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870								
41	Cincinnati College of Medicine and Surgery	do	do	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900										
42	Miami Medical College	do	do	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900											
43	Cleveland Medical College	Cleveland	Ohio	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865																																					

6	Ohio College of Dental Surgery.....	Cincinnati, Ohio ...	1844/1845 J. Taft, D. D. S., dean.....	9	6	3	9	74	25	21	28	20	240	2	50	5	30	105
7	Pennsylvania College of Dental Sur- gery.....	Philadelphia, Pa ...	1856/1856 E. Wildman, D. D. S., dean ...	6	6	...	4	63	34	20	...	...	457	2	17	5	30	100
8	Philadelphia Dental College.....	do	1863/1863 J. H. McQuillen, M. D., D. D. S.	7	7	...	14	...	...	...	...	...	222	2	24	5	30	100
9	New Orleans Dental College.....	New Orleans, La...†	1867/1867 James S. Knapp, D. D. S., dean	7	6	1	6	27	20	5	2	3	34	2	17	5	30	100
III.—PHARMACEUTICAL.																		
1	Chicago College of Pharmacy.....	Chicago, Ill	1859	4	4	...	...	33	30	3	...	...	...	2	1,000	2	5	36
2	Department of pharmacy, Iowa Western University.....	Mt. Pleasant, Iowa.	1855/1871 John Wheeler, D. D., presidt.	3	3	...	...	...	...	...	...	...	1	1	40	35	5	5
3	Louisville College of Pharmacy....	Louisville, Ky	1871/1870 C. Lewis Diehl.....	3	3	...	...	43	25	18	...	...	...	2	100	5	10	30
4	Maryland College of Pharmacy....	Baltimore, Md	1841/1840 J. B. Baxley.....	4	3	1	...	51	...	...	...	...	107	2	150	4	10	36 & 51
5	Massachusetts College of Pharmacy	Boston, Mass .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	School of pharmacy, University of Michigan.....	Ann Arbor, Mich ..	1857/1868 A. B. Prescott, prof. of phar.	3	3	...	3	49	32	17	...	4	78	2	36	1	10	10
7	Mississippi College of Pharmacy ..	Jackson, Miss .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	Saint Louis College of Pharmacy ..	Saint Louis, Mo	1866/1866 W. H. Crawford, president	3	3	...	...	133	95	38	...	3	98	2	436	2	5	30
9	College of Pharmacy of the City of New York.....	New York, N. Y ...	1831/1820 William Hegeman.....	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...
10	College of pharmacy of Baldwin University.....	Berea, Ohio	1864/1864 W. D. Godman, D. D	4	3	1	...	5	5	...	...	...	40	1	16	45	5	50
11	Cincinnati College of Pharmacy....	Cincinnati, Ohio ..	1850/1871 Edward S. Wayne.....	3	3	...	...	80	32	48	...	...	...	2	...	5	10	30
12	Philadelphia College of Pharmacy ..	Philadelphia, Pa ...	1822/1821 Dillwyn Parrish.....	3	3	...	1	239	143	80	16	...	222	2	1,500	4	10	38
13	National College of Pharmacy.....	Washington, D. C...	1870/1873 W. S. Thompson.....	3	2	1	...	17	...	...	...	...	...	2	22	5	15	23

* Two years lectures.

† Ten dollars for residents of Michigan; \$25 for others.

27	Library of the Presbyterian Theological Seminary of the Northwest	do	1839	Il. K. Corning	Presb. Theological Sem. of the Northwest.	2,500	200	0	0
28	Young Men's Christian Association Library	do	1867	Young Men's Christian Association.					
29	Mercantile Library	Peoria, Ill.	1855	Citizens of Peoria.	None	20,000	1,200	0	0
30	Quincy Library	Quincy, Ill.	1841	Citizens of Quincy.	None	0	0	0	0
31	Wabash College Library	Crawfordsville, Ind.	1837	Trustees of Wabash University and Governor James Whitcomb.	Indiana Asbury University.	175,000	17,500		
32	Whitcomb College and Circulating Library	Greencastle, Ind.	1851						
33	Indiana State Library	Indianapolis, Ind.	1854	Citizens of Indiana.	None	0	400		State appropriation.
34	Madison Library Association	Madison, Ind.	1854	Citizens of Madison.	None				
35	Library of Notre Dame	Notre Dame, Ind.	1843	Very Rev. E. Solim.	University of Notre Dame.	0			
36	The Public Library of Burlington.	Burlington, Iowa	1868	Hon. James W. Grimes	None	0	0	2,800	State appropriation.
37	Iowa State Library	Des Moines, Iowa	1830	By State	None	0	800	50	State appropriation.
38	Jefferson County Library Association	Fairfield, Iowa	1853		State University	0	0	500	State appropriation.
39	State Historical Society of Iowa	Iowa City, Iowa	1857	State Historical Society	None	0	0	0	State appropriation.
40	Keokuk Library Association	Keokuk, Iowa	1853	Library Association	None	0	0	200	Do.
41	Kansas State Library	Topeka, Kans.	1856	Congress United States	None	0	0	600	Do.
42	Kentucky State Library	Frankfort, Ky.	1850	Par of Louisville.	None	0	0	0	
43	Louisville Law Library	Louisville, Ky.	1850	Par of Louisville.	Louisville Law School	0	0	0	
44	Louisville Library Association	do	1871	Association of citizens.	None	0	0	0	
45	Fiak Free Library of the New Orleans Mechanics' Society.	New Orleans, La.	1847	Alvarez Fiak	New Orleans Mechanics' Society.	0	0	0	
46	New Orleans Y. M. C. A.	do	1871	Y. M. C. A.	None	0	0	0	State appropriation.
47	Maine State Library	Augusta, Me.	1842	State	None	0	0	300	State appropriation.
48	Bangor Library Association	Bangor, Me.	1843	Mechanics	None	0	0	0	
49	Bangor Mechanics' Association Library	do	1828	Mechanic Association	None	8,000	480		
50	Bowdoin College Library	Brunswick, Me.	1802	State of Massachusetts	None	0	0	0	
51	Backsport Social Library	Backsport, Me.	1805	Association of gentlemen	None	0	0	0	
52	Gardiner Public Library	Gardiner, Me.	1843	Gardiner Mechanics' Association	None	0	0	500	Municipal appropriation.
53	Hallowell Social Library	Hallowell, Me.	1846	Forty citizens	None	1,500	105	0	
54	Mechanics' Library	Portland, Me.	1830	Mechanics' Association	None	0	0	0	
55	Saco Athenaeum	Saco, Me.	1844	Nine citizens.	None	0	0	0	
56	Shawhegan Library Association	Shawhegan, Me.	1847	State	None	0	0	2,500	State appropriation.
57	Maryland State Library	Annapolis, Md.	1827	Members of bar.	None	0	0	0	
58	The Library Company of the Baltimore Fair.	Baltimore, Md.	1841	Members of bar.	None	0	0	0	
59	Maryland Institute Library	do	1847	J. Vansant, W. P. Smith and others.	Maryland Institute for promotion of mechanic arts.	0	0	3,500	State appropriation.
60	Mercantile Library Association.	do	1838	Clerks	None	0	0	0	
61	Old Fellows Library	do	1840	Old Fellows	None	0	0	0	
62	Peabody Institute	do	1837	George Peabody	None	18,000	0	0	
63	Amherst College Library	Amherst, Mass.	1821	Friends of the College	Amherst College	20,000	1,200		
64	Library of Andover Theological Seminary.	Andover, Mass.	1807	Andover Theological Seminary.	Andover Theological Seminary.				
65	Beverly Public Library	Beverly, Mass.	1855	Citizens of town	None	0	0	1,000	Town appropriation.

92	Millbury Town Library.....	1805	Society of Social Friends..	None	0	0	450	Town appropriation.
93	Natick Town Library.....	1827	Town of Natick.....	None	0	0	625	Town tax and approp'n.
94	New Bedford Free Public Library.	1831	City Council.....	None	52,600	3,154	3,000	City appropriation.
95	Newburyport Public Library.....	1834	Hon. Josiah Little.....	None	20,000	1,200	0	Municipal appropriation.
96	Newton Athenaeum.....	1820	Citizens.....	None	1,900	150	0	0
97	Northampton Public Library.....	1820	Northampton.....	None	42,000	3,000	1,200	Town appropriation.
98	Northborough Free Library.....	1828	Town.....	None	1,125	79	296	Town tax and approp'n.
99	North Bridgewater Public Library..	1827	do.....	None	0	0	1,000	Town taxation.
100	Appleton Library.....	1829	Hon. William Appleton.....	None	3,000	220	0	0
101	Oxford Free Public Library.....	1870	Hon. Ira M. Burton and town.....	None	0	0	200	Town appropriation.
102	Peabody Institute Library.....	1823	George Peabody.....	105,000	6,000	0	0	0
103	Phillips Free Public Library.....	1823	Jonathan Phillips.....	5,000	300	0	0	0
104	Rehoboth Athenaeum.....	1830	Town.....	None	0	0	400	Town appropriation.
105	Public Library.....	1871	Two societies.....	None	10,300	650	0	0
106	Essex Institute.....	1848	George Peabody.....	None	5,000	430	0	0
107	Peabody Academy of Sciences.....	1824	Ira Allen.....	None	6,000	300	5,000	Municipal appropriation.
108	Truro Library.....	1827	Association of gentlemen.....	None	1,200	88	400	Town appropriation.
109	City Library Association.....	1827	Nathan Jackson.....	None	20,000	1,200	0	0
110	Jackson Library.....	1827	John Goodenow.....	None	1,000	70	0	0
111	Swampscott Town Library.....	1828	Union of 3 subscription libraries.....	None	0	0	3,300	Municipal appropriation.
112	Swampscott Library.....	1828	do.....	None	0	0	0	0
113	Taunton Public Library.....	1866	do.....	None	0	0	2,495	Town appropriation.
114	Walham Public Library.....	1825	Town.....	None	0	30	83	Town tax and approp'n.
115	Wayland Free Public Library.....	1845	Francis Wayland, D. D.....	None	10,000	660	0	0
116	Wayfield Athenaeum.....	1824	Citizens.....	None	0	0	150	Town appropriation.
117	Town Library.....	1824	Citizens.....	None	1,400	84	167	Do.
118	Weston Town Library.....	1823	Citizens.....	None	0	0	0	0
119	West Roxbury Free Library.....	1823	Ladies.....	None	12,000	850	0	0
120	Williams College Library.....	1790	Colonel Ephraim Williams.....	None	0	0	200	Town appropriation.
121	Winchendon Public Library.....	1827	Town.....	None	0	0	538	Do.
122	Winchester Library.....	1850	Hon. J. R. Winn.....	None	500	30	1,050	Town and Co. approp'n.
123	Woburn Town Library.....	1826	City.....	None	43,752	3,303	9,900	Municipal and Co. approp'n.
124	Free Public Library.....	1826	do.....	None	7,894	695	0	0
125	Worcester Dis. Med. Society Library	1798	Dr. Elijah Dix.....	None	0	0	0	0
126	Worcester Co. Mechanics Library.....	1842	Mechanics' Association.....	None	0	0	0	0
127	Worcester Co. Hortie'l Soc. Library	1842	Society.....	None	0	0	0	0
128	Albion College Library.....	1843	Wesleyan Seminary.....	None	0	0	5,000	Municipal appropriation.
129	University of Michigan Library.....	1841	University.....	None	0	0	0	0
130	Detroit Mechanics Society.....	1842	Mechanics Society.....	None	0	0	1,450	Town appropriation.
131	Public Library of City of Detroit.	do	Legislature.....	None	15,000	1,200	0	0
132	Detroit Young Men's Society Library	1853	Five citizens.....	None	0	0	0	0
133	Ladies' Library Association.....	1852	Ten ladies.....	None	0	0	0	0
134	Young Men's Library Association.....	1852	Citizens of Kalamazoo.....	None	0	0	2,500	State appropriation.
135	Minnesota Historical Society.....	1840	Citizens of Minnesota.....	None	0	0	5,000	State appropriation.
136	Saint Paul Library.....	1853	Legislature.....	None	0	0	0	0
137	Mississippi State Library.....	1858	do.....	None	0	0	0	0
138	Saint Charles Catholic Library.....	1856	do.....	None	0	0	0	0
139	Law Library Association.....	1858	Saint Louis Bar.....	None	0	0	0	0
140	Public School Library.....	1865	Public schools.....	100,000	5,900	0	0	0

160	Young Men's Christian Association.	do	1857	Young Men's Christian Association.	None	0	0	0	0
167	Young Men's Association.	do	1833	Citizens	None	10,000	0	0	0
168	The Long Island Historical Society.	Brooklyn, N. Y.	1833	Society	None	54,000	0	0	0
169	Youth's Fire Library.	do	1820	Augustus Graham & others	None	30,000	0	0	0
170	Grosvonor Library.	Buffalo, N. Y.	1830	Seah Grosvonor	None	40,000	3,000	0	Municipal appropriation.
171	Young Men's Association.	do	1835	Mechanics	None	13,000	1,000	0	0
172	Mechanics Institute.	do	1835	Mechanics	None	6,000	0	0	0
173	Flushing Library Association.	Flushing, N. Y.	1843	Citizens	None	20,000	0	0	0
174	Wadsworth Library.	Geneseo Village, N. Y.	1843	James Wadsworth	None	1,200	0	0	0
175	Hamilton Theological Seminary*.	Hamilton, N. Y.	1819	High Education Society	Hamilton Theological Seminary.	5,000	350	0	0
176	Hornell Library.	Hornellville, N. Y.	1826	Citizens	None	0	0	500	Town appropriation.
177	Franklin Library Association.	Hudson, N. Y.	1830	Citizens	None	0	0	0	0
178	Library of American Bible Society.	New York, N. Y.	1817	American Bible Society.	None	0	0	0	0
179	Apprentices' Library.	do	1830	General Society of Mechanics and Tradesmen.	None	0	0	0	0
180	Astor Library.	do	1849	John Jacob Astor	None	200,000	14,000	0	0
181	Mercantile Library Association.	do	1820	Merchants' clerks	None	0	1,200	0	0
182	City Library.	do	1831	David T. Valentino	None	0	0	0	0
183	Eclectic Library.	do	1848	Rev. Andrew J. Sinton	None	0	0	0	0
184	New York Society Library.	do	1754	Governor of the Province	None	3,000	180	0	0
185	Union Theological Seminary.	do	1857	Citizens	Union Theol. Seminary	0	0	0	0
186	Washington Heights.	do	1858	Citizens	None	0	0	0	0
187	Young Men's Christian Association.	do	1852	Gerrit Smith.	None	0	260	0	0
188	Young Men's Christian Association.	Oswego, N. Y.	1855	Gerrit Smith.	None	4,000	0	250	State appropriation.
189	Public School Library.	do	1855	Sixty members.	Public schools	0	0	0	0
190	Rochester Athlmann and Mechanics' Association.	Rochester, N. Y.	1822	Sixty members.	None	1,500	0	0	0
191	Public School Central Library.	do	do	do	Public schools	0	0	1,772	Municipal and State appropriation.
192	Rochester Theological Seminary.	do	1850	N. Y. Baptist Union for Ministerial Education.	Theological Seminary.	25,000	1,750	0	0
193	Library of University of Rochester.	do	1830	University of Rochester.	University of Rochester.	25,000	1,750	0	0
194	Union College Library.	Schenectady, N. Y.	1795	Union College	Union College.	0	0	0	0
195	Central Library.	Syracuse, N. Y.	1856	Board of Education.	None	6,000	5,998	0	Municipal and State appropriation.
196	Y. M. C. A. Library.	Troy, N. Y.	1835	do	University of N. C.	16,000	1,000	0	0
197	Troy Young Men's Association.	Chapel Hill, N. C.	1795	do	do	0	0	0	0
198	University Library.	do	do	do	None	0	0	0	0
199	Society Libraries, University of N. C.	do	do	do	None	0	0	0	0
200	Akron Library Association.	Akron, Ohio	1866	Y. M. C. Association	Akron Library Association.	0	0	0	0
201	Young Men's Christian Association.	Canton, Ohio	1846	Archbishop Purcell	Y. M. C. Association	0	0	0	0
202	Mount Saint Mary's Seminary.	Cincinnati, Ohio	1807	Board of Education	Mt. St. Mary's Seminary	5,300	380	20,000	Municipal taxation.
203	Public Library.	do	do	College	College	0	0	0	0
204	Library of Saint Xavier College.	do	1848	Turner Society.	Saint Xavier College.	0	0	0	0
205	Library of the Turner Society.	do	1835	Citizens	None	0	0	0	0
206	Young Men's Mercantile Library.	do	1871	Citizens	None	2,750	0	0	0
207	Circleville Library.	Circleville, Ohio.	1871	Citizens	None	0	0	0	0

* Identical with library of Madison University.

60	Mercantile Library Association.....	do	.....	27,300	5,000	0	.....	.....	.....	1,500	200	300	1,000	40	42	23	38	40	8	5
61	Unit Fellows Library.....	do	.....	1,300	0	0	350	.....	.....	3,500	.....	.....	.....	.....	9	308	3	0	4	5
62	Peabody Institute.....	do	.....	50,000	8,000	46	.....	.....	.....	3,500	.....	.....	.....	64	208	0	9	28	25	102
63	Amherst College Library.....	Amherst, Mass.	.....	27,872	3,000	.....	344	456	.....	500	.....	300	.....	48	29	0	9	28	25	13
64	Library of Andover Theological Seminary.....	Amherst, Mass.	.....	31,000	10,000	.....	.....	.....	.....	500	.....	.....	.....	48	29	0	2	5	18	1
65	Beverly Public Library.....	Beverly, Mass.	.....	0	0	0	222	.....	.....	300	.....	7	.....	12	1	0	12	1	0	0
65	American Academy of Arts and Sciences.....	Boston, Mass.	.....	16,000	2,000	.....	.....	.....	.....	50	325	200	750	10	50	.....	3	25	5	400
66	Boston Public Library.....	do	.....	198,000	100,000	50	3,500	10,000	2,000	9,000	4,500	3,000	3,500	340	100	.....	.....	.....	.....	.....
67	Boston Young Men's Christian Union.....	do	.....	4,000	50,000	.....	400	.....	.....	3,000	.....	38	.....	46	9	12	20	19	4	.....
68	Congregational Library.....	do	.....	15,252	50,000	.....	.....	.....	.....	2,500	.....	500	1,200	65	54	.....	.....	.....	.....	.....
69	Library of the Boston Athenæum.....	do	.....	96,000	30,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70	Library of the New England Historical Genealogical Society.....	do	.....	10,226	34,554	.....	.....	.....	.....	.....	.....	1,072	7,000	3	0	0	0	2	1	0
71	Library of the Y. M. C. A.....	do	.....	4,600	.....	0	.....	.....	.....	176	.....	.....	.....	71	.....	.....	40	28	4	.....
72	Mechanic Apprentices' Library.....	do	.....	5,000	8,000	.....	150	500	.....	150	.....	.....	100	9	.....	.....	11	11	3	4
73	Roxbury Athenæum.....	do	.....	8,500	400	.....	375	215	.....	25	520	76	70	21	9	.....	11	11	3	4
74	Social Law Library.....	do	.....	11,900	.....	0	1,000	500	300	70	700	550	150	250	27	12	18	18	9	0
75	State Library.....	do	.....	33,000	0	0	25	.....	.....	50	.....	.....	.....	10	17	0	5	6	5	11
76	Treadwell Library, Massachusetts General Hospital.....	do	.....	3,300	0	.....	.....	.....	.....	350	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77	Merrick Public Library.....	Brookfield, Mass.	.....	3,400	500	.....	350	650	.....	.....	.....	45	.....	12	3	0	5	.....	.....	.....
78	Dana Library.....	Cambridge, Mass.	.....	6,000	.....	.....	.....	.....	.....	2,500	50	1,000	4,500	.....	.....	.....	.....	.....	.....	.....
79	Harvard University Library.....	do	.....	198,000	120,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80	Charlestown Public Library.....	Charlestown, Mass.	.....	14,700	3,500	0	1,123	253	381	0	.....	.....	914	283	37	18	6	11	30	6
81	Peabody Library, (branch).....	Danvers, Mass.	.....	7,000	.....	.....	400	0	.....	400	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
82	Peabody Library.....	Georgetown, Mass.	.....	4,000	50	0	300	.....	.....	.....	.....	50	.....	0	0	0	0	0	0	0
83	Sawyer Free Library.....	Gloucester, Mass.	.....	3,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84	Groton Public Library.....	Groton, Mass.	.....	9,222	.....	.....	.....	.....	.....	77	.....	23	.....	.....	.....	.....	.....	.....	.....	.....
85	Harvard Public Library.....	Harvard, Mass.	.....	1,629	91	0	100	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86	Morse & Son's Circulating Library.....	Haverhill, Mass.	.....	1,500	100	.....	500	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	Public Library Association.....	Hindsdale, Mass.	.....	9,300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	Lawrence Free Public Library.....	Lawrence, Mass.	.....	6,608	.....	0	.....	.....	.....	435	.....	300	.....	22	2	4	9	11	0	0
89	Middlesex Mechanics' Association.....	Lowell, Mass.	.....	9,244	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90	Lynn Free Public Library.....	Lynn, Mass.	.....	13,000	9,200	0	300	.....	.....	330	.....	12	3	42	9	12	18	.....	.....	.....
91	Millbury Town Library.....	Lynn, Mass.	.....	16,000	.....	.....	.....	.....	.....	1,000	.....	167	.....	.....	.....	4	1	10	.....	.....
92	Millbury Town Library.....	Millbury, Mass.	.....	1,757	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	Natick Town Library.....	Natick, Mass.	.....	3,700	0	.....	250	.....	.....	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	New Bedford Free Public Library.....	New Bedford, Mass.	.....	26,000	7,000	0	1,500	.....	.....	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	Newburyport Free Public Library.....	Newburyport, Mass.	.....	13,698	.....	0	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	Newton Athenæum.....	Newton, Mass.	.....	3,267	50	0	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	Northampton Public Library.....	Northampton, Mass.	.....	8,000	300	0	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	Northborough Free Library.....	Northborough, Mass.	.....	2,754	0	0	375	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	North Bridgewater Public Library.....	N. Bridgewater, Mass.	.....	3,400	0	0	200	.....	.....	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	Appleton Library.....	N. Brookfield, Mass.	.....	3,255	1,200	0	50	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	Oxford Free Public Library.....	Oxford, Mass.	.....	14,160	0	0	100	.....	.....	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	Peabody Institute Library.....	Peabody, Mass.	.....	9,426	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
103	Phillips Free Public Library.....	Phillips, Mass.	.....	6,225	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	Derbyshire Athenæum.....	Pittsfield, Mass.	.....	6,225	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

† Volumes.

* Oriental manuscript.

136	Saint Paul Library	do	5,000	0	500	100	214	112	25	8	3	13	2	5
137	Mississippi State Library	Jackson, Miss	15,000	8,000	336	100	0	0	0	0	0	0	0	0
138	Saint Charles Catholic Library	Saint Charles, Mo	7,000	0	0	0	0	0	0	0	0	0	0	0
139	Lav Library Association	Saint Louis, Mo	0	0	0	0	0	0	0	0	0	0	0	0
140	Public School Library	Saint Louis, Mo	31,000	10,000	1,500	930	50	400	1,000	145	44	33	50	91
141	Saint Louis Mercantile Library	Saint Louis, Mo	43,000	3,000	3,000	1,500	4,500	2,500	50	98	225	30	92	15
142	Saint Louis University Library	Saint Louis, Mo	24,000	3,200	0	68	12	15	0	0	10	8	24	28
143	Nebraska State Library	Lincoln City, Neb	5,314	13,000	935	65	0	0	0	0	0	0	0	0
144	Ketchum Library	Lincoln City, Neb	4,000	1,500	300	700	0	4	4	28	1	13	13	1
145	Charlestown Social Library	Charlestown, N.H	6,434	0	25	0	0	0	0	0	0	0	0	0
146	Concord Public Library	Concord, N.H	6,323	0	300	0	300	0	0	0	0	0	0	0
147	New Hampshire Historical Society's Library	do	6,500	0	0	0	0	100	200	0	0	0	0	0
148	State Library	do	11,000	500	500	200	100	0	100	5	1	3	1	1
149	Juvenile and Social Library	Dublin, N.H	1,223	0	0	0	0	0	0	0	0	0	0	0
150	Town Library	Exeter, N.H	3,422	100	100	0	100	0	0	0	0	0	0	0
151	Franklin Library Association	Franklin, N.H	1,247	0	0	0	10	2	0	0	0	0	0	0
152	Holla Social Library	Holla, N.H	1,576	0	60	0	60	0	0	0	0	0	0	0
153	Manchester City Library	Manchester, N.H	16,176	224	0	0	135	175	100	44	23	2	16	40
154	Library of Literary Adelphi	New Hampton, N.H	1,500	70	20	0	0	0	0	0	0	0	0	0
155	Portsmouth Athenaeum	Portsmouth, N.H	11,331	200	50	30	56	35	0	2	6	7	9	1
156	Portsmouth Mercantile Library Association	do	1,800	0	100	90	10	0	0	0	0	0	0	0
157	Manufacturers' and Village Library	Somersworth, N.H	5,500	1,000	100	0	0	0	0	1	1	0	0	0
158	Library of Young Men's Christian Association	Bridgeton, N.J	1,200	0	236	0	74	161	0	6	0	3	27	12
159	Drew Theological Seminary Library	Madison, N.J	10,000	1,000	0	0	0	0	0	20	6	2	14	4
160	New Jersey Historical Society	Newark, N.J	5,000	7,000	2,300	0	0	0	0	0	0	0	0	0
161	Herzog Hall Library	New Brunswick, N.J	18,000	0	0	0	0	0	0	0	0	0	0	0
162	Young Men's Christian Association Library	do	3,000	500	0	300	50	50	25	24	0	5	8	10
163	Fallsington Library	Trenton, N.J	2,000	0	10	10	25	40	0	0	0	0	0	0
164	Dudley Observatory	Albany, N.Y	1,100	600	100	0	0	0	0	1	3	2	0	0
165	State Library	do	87,000	55,000	75	0	0	700	45	25	5	15	25	18
166	Young Men's Christian Association	do	2,000	0	0	0	0	0	0	0	0	0	0	0
167	Young Men's Association	do	13,000	0	0	0	0	0	0	0	0	0	0	0
168	The Long Island Historical Society	Brooklyn, N.Y	21,000	20,000	0	0	0	0	0	0	0	0	0	0
169	Youth's Free Library	Buffalo, N.Y	9,000	0	0	0	250	0	0	0	0	0	0	0
170	Grosvener Library	do	15,000	100	0	0	13,000	0	63	25	0	21	42	25
171	Young Men's Association	do	26,000	1,000	0	0	2,500	75	34	10	56	32	26	8
172	Mechanics' Institute	do	4,300	1,110	0	0	1,000	100	15	0	0	6	2	0
173	Flushing Library Association	Flushing, N.Y	3,600	0	200	0	160	175	0	0	0	0	0	0
174	Wadsworth Library	Genesee Villages, N.Y	8,000	850	0	0	0	0	0	0	0	0	0	0
175	Hamilton Theological Seminary*	Hamilton, N.Y	4,200	0	100	0	1,000	0	0	0	0	0	0	0
176	Hornellville, N.Y	Hornellville, N.Y	4,000	0	0	0	100	0	0	0	0	0	0	0
177	Franklin Library Association	Hudson, N.Y	2,500	0	0	0	0	0	0	0	0	0	0	0
178	Library of American Bible Society	New York, N.Y	51,000	4,000	6	1,300	2,000	0	0	0	0	0	0	0
179	Apprentices' Library	do	142,000	4,000	0	0	300	500	32	55	129	2	12	125
180	Astor Library	do	143,743	0	0	0	10,716	188	471	364	114	117	117	197
181	Mercantile Library Association	do	0	0	0	0	0	0	0	0	0	0	0	0

* Identical with Library of Madison University.

† Volumes.

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293	Senate Library.....	do	25,000	0	25	500	100	200	50	350	150	10	6	7	10	3
294	Signal-Office United States Army.....	do	1,600	0	250	1,300	100	200	50	350	150	2	1	30	10	3
295	Department of the Interior.....	do	6,000	0	300	1,600	100	200	50	350	150	15	47	0	34	18
296	Department of Agriculture.....	do	5,500	0	1,000	1,600	100	200	50	350	150	41	88	0	34	61
297	Patent-Office Library.....	do	22,000	0	0	0	0	0	0	0	0	35	9	17	18	6
298	Bureau of Statistics.....	do	3,500	1,000	0	200	30	30	30	30	30	20	15	1	1	3
299	War Department Library.....	do	11,000	13,000	12	200	0	0	0	0	0	100	130	0	0	0
300	Surgeon General's Office.....	do	20,000	300	0	20	100	50	200	25	0	5	16	2	6	5
301	United States Naval Observatory Lib'y.....	do	6,000	300	0	20	100	50	200	25	0	7	11	2	11	5
302	Department of State Library.....	do	16,500	5,500	0	600	2,000	100	100	500	200	800	32	5	3	33
303	Bureau of Education.....	do	1,700	5,500	0	600	2,000	100	100	500	200	800	32	5	3	33
304	Washington City Library.....	do	12,000	0	0	675	350	0	0	150	0	0	0	2	30	10
305	Howard University.....	do	7,550	925	0	100	0	0	0	0	0	0	0	0	0	0
306	Library of Washington Territory.....	Olympia, Wash.	5,000	1,000	0	100	0	0	0	0	150	0	0	0	0	0

No.	Name	3,116	235	2,681	1,131	C. & R.	0	0	Sub.	289	300	Yes	2 00	Membership.
23	Alton Public Library					C. & R.	0	10	Sub.		443	Yes	4 80	Membership.
24	Belleisle Sauganbood and Lib. Society's Library					C. & R.	0	9	Free.			Yes		Do.
25	Illinois Industrial University Library					R.	0	9	Free.	400				Attendance at university.
26	Free Library of Chicago					R.	0	0	Free.					Good behavior.
27	Library of the Presbyterian Theological Seminary of the Northwest Young Men's Christian Association						0	10	Free.					
28	Peoria, Ill.					C. & R.	0	9 1/2	Sub.		300	Yes	4 00	Membership.
29	Quincy, Ill.					C. & R.	0	9	Sub.	175	80	0	3 00	Do.
30	Warrensburg, Ind.					C. & R.	0	0	Free.					
31	Whitcomb College Circulating Library					C. & R.	0	0	Free.					
32	Indianapolis Ind.					R. & R.	0	0	Free.		100	Yes	1 to 3	Stockholder or subscriber.
33	Madison, Ind.					C. & R.	0	0	Sub.	350				
34	Madison Library Association					C. & R.	0	7	Sub.		250	Yes	3 to 4	Good behavior.
35	Notre Dame, Ind.					C. & R.	0	0	Free.		225			Stockholders pay \$3 for stock, and 5 cents per week for book.
36	The Public Library of Burlington					C. & R.	0	0	Free.					
37	Iowa State Library					C. & R.	0	0	Free.					
38	Jefferson County Library Association					C. & R.	0	0	Free.					
39	State Historical Society of Iowa					R.	0	0	Free.		68	Yes		Subscription.
40	Keokuk Library Association					C. & R.	0	9	Sub.	147				Good behavior.
41	Kansas State Library					R.	0	9	Free.					All State officers.
42	Kentucky State Library					R.	0	0	Free.		130	0	10 00	Membership.
43	Louisville Law Library					R.	0	0	Sub.	800				Payment of dues.
44	Louisville Law Library Association					C. & R.	0	10	Sub.	8,930	400	0	4 to 6	Free to all.
45	Fisk Free Library of the New Orleans Mechanics Society					C. & R.	0	10	Free.		480	0	2 00	Members for circulation.
46	New Orleans Y. M. C. A.					C. & R.	0	0	Free.		0			Free for reference.
47	Maine State Library					R. & R.	0	9	Free.	500				State officers.
48	Bangor Library Association					C. & R.	0	9	Sub.	500	532	Yes	8 00	Membership.
49	Bangor Mechanics' Association Library					C. & R.	0	0	Free.					Do.
50	Bowdoin College Library					C. & R.	0	0	Free.		35			Membership of college.
51	Bucksport Social Library					C.	0	0	Sub.	900	900	0	50	Payment of subscription.
52	Gardiner Public Library					C.	0	9	Sub.		40	Yes	2 00	Do.
53	Hallowell Social Library					C. & R.	0	9	Sub.	200				No restrictions.
54	Mechanics' Library					C. & R.	0	0	Sub.	70				Payment of subscription.
55	Saco Alhambra					C. & R.	0	8	Sub.		183	Yes	3 00	Do.
56	Skowhegan Library Association					C. & R.	0	0	Free.		0			Good behavior.
57	Maryland State Library					R.	0	11	Sub.	230	230	0	15 00	Member of Baltimore bar.
58	The Library Company of the Baltimore Bar					R.	0	9	Sub.	1,800	2,300	0	3 to 5	Membership.
59	Maryland Institute Library					C. & R.	0	10	Sub.	55,000	1,700	Yes	3 to 5	Payment of subscription.
60	Mercantile Library Association					C. & R.	0	10	Free.		0			Member of I. O. O. F.
61	Old Fellows' Library					R.	0	10	Free.	2,600				Good behavior.
62	Peabody Institute					R.	0	0	Free.		0			

* "Indian."

No.	Name	City	Value	Books	Vol.	Mag.	Per.	Other	Total	Acq.	Gift	Sub.	Yes	Value	Remarks
156	Portsmouth Mercantile Library Association	do	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
157	Seminars and Village Library	Somerset, N. H.	0	0	0	0	0	0	0	C. & R.	0	0	0	1 00	Free to all.
158	Library of Young Men's Christian Association	Bridgeton, N. J.	0	0	0	0	0	0	0	C. & R.	10	220	0	1 00	.....
159	Drew Theological Seminary Library	Madison, N. J.	1,000	400	600	0	0	0	0	C. & R.	0	0	0	2 00	Membership.
160	New Jersey Historical Society	Newark, N. J.	103	11	92	0	0	0	0	C. & R.	0	0	0	2 00	Membership.
161	Bertzog Hall Library	New Brunswick, N. J.	300	0	0	0	0	0	0	C. & R.	0	0	0	2 00	Membership.
162	Young Men's Christian Association Library	Trenton, N. J.	600	50	550	2	0	0	0	C. & R.	0	0	0	0	.....
163	Falington Library	Albany, N. Y.	300	0	300	0	0	0	0	C. & R.	0	0	0	0	.....
164	Dudley Observatory	do	100	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
165	State Library	do	30	0	30	0	0	0	0	C. & R.	0	0	0	0	.....
166	Young Men's Christian Association	do	100	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
167	Young Men's Christian Association	do	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
168	The Long Island Historical Society	Brooklyn, N. Y.	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
169	Youth's Free Library	do	430	147	281	0	0	0	0	C. & R.	0	0	0	0	.....
170	Grosvener Library	Buffalo, N. Y.	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
171	Young Men's Association	do	6	0	6	0	0	0	0	C. & R.	0	0	0	0	.....
172	Mechanics Institute	Finishing, N. Y.	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
173	Flushing Library Association	Flushing, N. Y.	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
174	Wadsworth Library	Genesee Village, N. Y.	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
175	Hamilton Theological Seminary	Hamilton, N. Y.	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
176	Hornell Library	Hornellville, N. Y.	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
177	Franklin Library Association	Hudson, N. Y.	100	10	90	0	0	0	0	C. & R.	0	0	0	0	.....
178	Library of American Bible Society	New York, N. Y.	40000	3,000	30000	2500	43000	0	0	C. & R.	0	0	0	0	.....
179	Apprentices' Library	do	25000	0	0	0	0	0	0	C. & R.	10	10413	0	0	Apprentices free; others, subscription.
180	Astor Library	do	500	0	0	0	0	0	0	C. & R.	0	0	0	0	Good behavior.
181	Mercantile Library Association	do	5,000	100	4,900	0	0	0	0	C. & R.	0	0	0	0	Payment of dues.
182	City Library	do	10200	1,100	9,000	50	0	0	0	C. & R.	0	0	0	0	.....
183	Eclectic Library	do	20000	10000	4,000	500	0	0	0	C. & R.	0	0	0	0	Membership.
184	New York Society Library	do	25	8	18	0	0	0	0	C. & R.	0	0	0	0	Satisfactory recommend'n.
185	Union Theological Seminary	do	271	13	258	0	0	0	0	C. & R.	0	0	0	0	Payment of dues.
186	Washington Heights	do	949	141	138	0	0	0	0	C. & R.	0	0	0	0	Good behavior.
187	Young Men's Christian Association	Oswego, N. Y.	130	0	0	0	0	0	0	C. & R.	0	0	0	0	Do.
188	Young Men's Christian Association	do	0	0	0	0	0	0	0	C. & R.	0	0	0	0	Teachers and pupils.
189	Public School Library	do	0	0	0	0	0	0	0	C. & R.	0	0	0	0	Payment of dues.
190	Rochester Athenaeum and Mechanics' Association	Rochester, N. Y.	4,800	1,000	3,700	100	0	0	0	C. & R.	0	0	0	0	Residence.
191	Public School Central Library	do	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
192	Rochester Theological Seminary	do	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
193	Library of University of Rochester	do	1,000	100	3,000	0	0	0	0	C. & R.	0	0	0	0	Member of college.
194	Union College Library	Schenectady, N. Y.	615	0	615	0	0	0	0	C. & R.	0	0	0	0	Residence in city.
195	Central Library	Syracuse, N. Y.	100	40	60	0	0	0	0	C. & R.	0	0	0	0	.....
196	Y. M. C. A. Library	do	100	0	0	0	0	0	0	C. & R.	0	0	0	0	Payment of dues.
197	Troy Men's Association	Troy, N. Y.	1,000	900	2,000	0	0	0	0	C. & R.	0	0	0	0	.....
198	University Library	Chapel Hill, N. C.	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
199	Society Libraries University of N. C.	do	0	0	0	0	0	0	0	C. & R.	0	0	0	0	.....
200	Akron Library Association	Akron, Ohio	0	0	0	0	0	0	0	C. & R.	0	0	0	0	Membership.
201	Young Men's Christian Association	Canton, Ohio	0	0	0	0	0	0	0	C. & R.	0	0	0	0	Payment of dues.
202	Mount Saint Mary's Seminary	Cincinnati, Ohio	7,000	2,500	4,000	10	0	0	0	C. & R.	0	0	0	0	Connection with seminary.

233	Meadville City Library	Meadville, Pa.	2	1	1	0	0	0	9	Sub.	25	150	0	1 00	Payment of dues.
234	Public-Franklin Society Library	do				0	0	0	10	Free.	50	0	0	1 00	Membership.
235	Meadville Theological School Library	do				0	0	0	0	Free.	0	0	Yes	0 00	Good behavior.
236	Moravian Historical Society	Nazareth, Pa.				0	0	0	1	Sub.		100	Yes	4 00	Payment of dues.
237	Norristown Library Company	Norristown, Pa.				22,093	0	0	0	Sub.				2 00	Membership, and introduction by members.
238	Library of the Academy of Natural Sciences.	Philadelphia, Pa.					0	0	0	Free.		330		2 00	Free to young persons making their own living.
239	Apprentices' Library Company	do					0	0	0	Sub.	2,260			5 00	Payment of dues.
240	Baptist Historical Society	do	81	1	16	0	0	0	9	Free.	1,500			5 00	To stockholders only.
241	Brotherhood Library	do	4,000	50	4,000	0	0	0	9	Sub.		960	Yes	5 00	Good behavior.
242	Historical Society of Pennsylvania	do					0	0	10	Free.		11,500	Yes	6 00	Membership of society.
243	Library Company of Philadelphia	do	6,000	0	0	0	0	0	0	Sub.	1,417	0	0	0	Students or physicians, and payment of dues.
244	Mercantile Library	do				10,500	0	0	9	Sub.			0	3 00	Payment of dues.
245	Moyamensing Literary Institute	do					0	0	0	Free.			0	2 00	Do.
246	Pennsylvania Historical Society	do					0	0	0	Sub.			0	3 00	Do.
247	Pennsylvania Hospital	do					0	0	0	Sub.			0	3 00	Free to all.
248	Southwark Library	do					0	0	10	Sub.	500	150	Yes	2 00	Payment of dues.
249	West Philadelphia Institute	do					0	0	9	Sub.	183	300	0	3 00	Do.
250	Y. M. C. A. Library	do	0	0	0	346	0	0	10	Sub.	1,317	2,734	Yes	2 00	Membership.
251	The Athenaeum of Philadelphia	do					0	0	0	Sub.		330	0	5 00	Do.
252	Carpenters' Company of Philadelphia	do					0	0	0	Free.				0	Do.
253	Young Men's Mercantile Library	Pittsburgh, Pa.	24	0	24	0	0	0	0	Free.		1,210	0	4 00	Do.
254	Young Men's C. A. Library	Bristol, R. I.	13	5	7	800	0	0	10	Sub.		221	0	1 00	Payment of dues.
255	East Greenwich Free Library	East Greenwich, R. I.	1	1	1		0	0	94	Sub.	500	500	0	1 00	Free to all.
256	Foster-Manton Library	Foster Centre, R. I.					0	0	0	Free.			0	1 00	Payment of dues.
257	Kingston Library	Kingston, R. I.	50				0	0	0	Sub.	800		Yes	1 00	Free to all.
258	Lonsdale Library	Lonsdale, R. I.	0	0	0	112	0	0	94	Sub.	245	121	0	1 00	Payment of dues.
259	People's Library	Newport, R. I.	0	0	0		0	0	9	Free.	1,500	0	0	0	Free to all.
260	Redwood Library and Athenaeum	do					0	0	9	Free.				0	Good behavior.
261	Slaterville Reading Room & Library	North Smithfield, R. I.				12	0	0	9	Free.		260	Yes	2 00	Payment of dues.
262	Pawtucket Library Association	Pawtucket, R. I.	2	0	0		0	0	9	Sub.	1,330	260	Yes	2 00	Free for students.
263	Brown University Library	Providence, R. I.	30,000				0	0	0	Free.		850	Yes	3 00	Membership.
264	Franklin Lyceum	do	10	0	10	500	0	0	9	Sub.		0	0	0	Payment of dues.
265	State Law Library	do	51	3	48	0	0	0	9	Free.	800	800	Yes	2 00	Shareholders.
266	Association of Mechanics and Manufacturers	do	0	0	0	750	0	0	9	Sub.				5 00	Good behavior.
267	Providence Athenaeum	do					0	0	9	Sub.	654	654	Yes	5 00	Membership.
268	Library of the Union for Christian Work	do	0				0	0	10	Free.	200				Students.
269	Harris Institute Library	Woonsocket, R. I.				500			9	Free.		70	Yes	6 00	Membership.
270	Charleston Library Society	Charleston, S. C.							Sub.						Students.
271	State Library	Columbia, S. C.							Free.						
272	Theological Seminary	do							Free.						
273	Library of University of South Carolina	do							0	Free.					
274	State Library	Nashville, Tenn.							Free.						
275	Houston Public Library	Houston, Tex.							9	Sub.		0	0	10 00	
276	University and State Agricultural College	Burlington, Vt.							0	Sub.					
277	Young Men's Association	do	0	0	0	300	0	0	64	Sub.	250	530	Yes	3 00	Membership.

TABLE XIV.—Statistics of libraries for 1872; from replies to inquiries by the United States Bureau of Education—Continued.

Number.	Name.	Location.	Age required in readers or borrowers.	Number of books allowed to be taken out at a time.	Average weekly circulation.	Average weekly number of readers at library.	Average number of books used by readers at library.	Percentages of books borrowed.				Number of volumes printed before A. D. 1500.	Number of volumes in bibliographical collection.	Who purchase books for the library?	Are readers and borrowers invited to nominate books for purchase?			
								English prose fiction.	English prose fiction.	Grave, literary, or scientific.	Grave, literary, or scientific.					United States.	British.	French.
1	Little Rock Mercantile Library	Little Rock, Ark.	0	1	1-4	50	48	50	51	52	53	54	55	56	57	58		
2	Odd Fellows' Library	Petaluma City, Cal.	0	2	2	50	48	75	25	0	0	0	0	0	Committee on books and donations.	Yes.		
3	California State Library	Sacramento, Cal.	0	2	2	50	48	0	0	1	0	0	0	0	Trustees	Yes.		
4	Mechanics Institute Library	San Francisco, Cal.	0	2	2	1,500	2,000	15	70	1	1	0	0	500	Librarian	Yes.		
5	Mercantile Library	do	0	2	1,630	3,450	10	75	15	1	1	0	0	30	do	Yes.		
6	Odd Fellows' Library	do	0	2	2-3	700	700	20	55	25	1	1	0	75	Committee and librarian.	Yes.		
7	Woodward's Gardens Library	do	0	2	1	100	100	60	15	1	0	0	0	0	Proprietor	Yes.		
8	Young Men's Christian Association	do	0	1	2	120	100	0	80	20	1	0	0	0	General secretary and librarian	Yes.		
9	Sacramento Library Association	Sacramento, Cal.	0	1	2	230	0	50	50	0	0	0	0	0	Committee.	Yes.		
10	Douglas Library	Canaan, Conn.	0	4	3	0	0	0	0	0	0	0	0	0	Librarian	Yes.		
11	Danbury Library	Danbury, Conn.	12	3	2	330	0	50	50	0	0	0	0	0	Committee.	Yes.		
12	Theological Institute Library	Hartford, Conn.	0	2	2	30	15	0	15	85	0	0	10	50	Committee and librarian.	Yes.		
13	Trinity College Library	do	15	0	0	115	0	0	0	0	0	0	2,000	Librarian	Yes.			
14	Watkinson Library of Reference	Ledyard, Conn.	0	1	3	34	0	50	0	0	0	0	0	0	The founder	Yes.		
15	Bill Library	Middletown, Conn.	0	2	2	100	50	75	0	10	75	0	0	100	Librarian	Yes.		
16	Library of Wesleyan University	New Britain, Conn.	16	1	2	215	300	0	0	0	0	0	0	0	Chairman of committee	Yes.		
17	Library of American Oriental Society	New Haven, Conn.	0	1	2	2	2	0	0	0	0	0	0	0	0	0	Yes.	
18	Oris Library	Norwich, Conn.	0	1	2	1,900	0	35	50	1	0	0	0	40	Library committee.	Yes.		
19	Silas Bronson Library	Waterbury, Conn.	0	1	2	1,900	150	30	30	1	0	0	1	0	do	Yes.		
20	Wilmington Institute	Wilmington, Del.	15	2	4	300	300	150	30	30	1	0	0	0	0	0	Yes.	
21	Georgia State Library	Atlanta, Ga.	0	2	2	400	200	30	10	16	1	0	0	0	Two or three ladies.	Yes.		
22	Alton Public Library	Alton, Ill.	0	2	2	400	200	30	10	16	1	0	0	0	Librarian	Yes.		
23	Belleville Saengerbund and Lib. Society's Library	Belleville, Ill.	0	(*)	1	900	4,500	0	0	0	1	0	0	0	Regent and librarian.	Yes.		
24	Illinois Industrial University Library	Chicago, Ill.	15	0	0	4,500	4,500	0	0	0	0	0	0	0	Librarian	Yes.		
25	Free Library of Chicago	do	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes.	
26	Library of the Presbyterian Theological Seminary of the Northwest.	do	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Yes.

(a) Volumes of drawings and specifications.

* No limit.

† Abridgment.

‡ Complete set.

31	Wabash Colloge Library	Crawfordsville, Ind.	Samuel S. Thompson	Faculty	Specialty, law.
32	Whitcomb and Colloge Circulating Library	Greencastle, Ind.	John Clark Redpath	Faculty	Specialty, history.
33	Indiana State Library	Indianapolis, Ind.	James De Sauno	Legislature	
34	Madison Library Association	Madison, Ind.	James Siddall	Directors	
35	Library of Notre Dame	Notre Dame, Ind.	Rev. J. C. Carrler, C. S. C.	Provincial of order	
36	The Public Library of Burlington	Burlington, Iowa	Mrs. Ann M. Morgan	Trustees	
37	Iowa State Library	Des Moines, Iowa	Mrs. Alta North	Governor	
38	Jefferson County Library Association	Fairfield, Iowa	George Fracker	Board of curators	
39	State Historical Society of Iowa	Iowa City, Iowa	Miss Emma Hart	Directors	
40	Keokuk Library Association	Keokuk, Iowa	David Dickinson	Governor	Specialty, law.
41	Kansas State Library	Topeka, Kans.	George H. Crittenden	Legislature	Do.
42	Kentucky State Library	Frankfort, Ky.	John York	Directors	
43	Louisville Law Library	Louisville, Ky.	Edwin G. Booth	do	
44	Louisville Library Association	do	Luther Homes	Society	
45	Flak Free Library of the New Orleans Mechanics Society	New Orleans, La.	William Walker	Members of association	
46	New Orleans Y. M. C. A.	do	J. S. Hobbs	Governor and council	Do.
47	Maine State Library	Augusta, Me.	Ed. H. Cass	Directors	
48	Bangor Library Association	Bangor, Me.	Daniel Holman	Trustees	
49	Bangor Mechanics' Association Library	do	do	do	Specialty, "probably excels in scientific character."
50	Berwick College Library	Berwick, Me.	Alpheus S. Packard	do	
51	Backport Social Library	Backport, Me.	A. R. Spearhawk	Directors	
52	Gardiner Public Library	Gardiner, Me.	Mrs. Sarah H. Heath	do	
53	Hallowell Social Library	Hallowell, Me.	J. De Wolfe Smith	do	
54	Mechanics' Library	Portland, Me.	J. R. Thorndike	do	
55	Saco Athenaeum	Saco, Me.	George A. Emery	Members	
56	Shawheen Library Association	Shawhegan, Me.	M. D. Johnson	Directors	
57	Manit State Library	Annapolis, Md.	J. H. T. Magruder	Governor	Specialty, law.
58	The Library Company of the Baltimore Institute	Baltimore, Md.	Charles Poe	Directors	Specialty, law.
59	Maryland Institute Library	do	A. F. Inoby	Managers	
60	Merantile Library Association	do	John W. M. Lee	Directors	
61	Old Fellows' Library	do	John Shorten	Committee on library	
62	Peabody Institute Library	do	Philip R. Achier	Trustees	
63	Amherst College Library	Amherst, Mass.	William L. Montague	do	
64	Library of Andover Ecological Seminary	Andover, Mass.	Rev. William L. Ropes	do	
65	Beverly Public Library	Beverly, Mass.	Joseph D. Tuck	do	
65 1/2	American Academy of Arts and Sciences	Boston, Mass.	Edmund Quincy	Academy	
66	Boston Public Library	do	Justin Winsor	Trustees	
67	Boston Young Men's Christian Union	do	George S. Russell	Board	
68	Congregational Library	do	J. P. Langworthy	Members	Specialties, "travels and history."
69	Library of the Boston Athenaeum	do	Charles A. Cutter	Trustees	Specialties, "history of New England and genealogy of New England families."
70	Library of the New England Historical Geographical Society	do	John Ward Dean	Society	
71	Library of the Y. M. C. A.	do	J. E. Gray	Managers	
72	Mechanic Apprentices' Library	do	Ed. J. Ryan	Association	
73	Roxbury Athenaeum	do	Sarah E. Pitts	Trustees	

108	Arms Library	Shelburne Falls, Mass.	Eliza I. Maynard.....	Trustees.....	
109	City Library Association	Springfield, Mass.	William Rice	Directors.....	
110	Stockbridge Library.....	Stockbridge, Mass.	Miss J. L. Barnum	Library association.....	
111	Swampscott Town Library.....	Swampscott, Mass.	Curtis Merritt.....	Selectmen.....	
112	Godenow Library.....	South Sudbury, Mass.	Jervis E. Horr.....	Committee.....	
113	Taunton Public Library.....	Taunton, Mass.	Edwin Manly.....	Trustees.....	
114	Waltham Public Library.....	Waltham, Mass.	Andrew J. Lethrop.....	Directors.....	
115	Wayland Free Public Library.....	Wayland, Mass.	James S. Draper.....	Library committee.....	
116	Westfield Athenaeum.....	Westfield, Mass.	Sewall Lamberton.....	Committee.....	
117	Town Library.....	Westford, Mass.	T. A. Bean.....	Selectmen.....	
118	Weston Town Library.....	Weston, Mass.	John Coburn.....	Library committee.....	
119	West Roxbury Free Library.....	West Roxbury, Mass.	Comelius Cowing.....	Directors.....	
120	Williams College Library.....	Williamstown, Mass.	N. H. Grifflid.....	Trustees.....	
121	Winchester Public Library.....	Winchester, Mass.	Mrs. W. Hoelder Poland.....	.....do.....	
122	Winchester Library.....	Winchester, Mass.	Mrs. E. H. Woodberry.....	Library committee.....	
123	Woburn Town Library.....	Woburn, Mass.	Samuel S. Green.....	Directors.....	
124	Free Public Library.....	Worcester, Mass.		.....do.....	
125	Worcester District Medical Society Library.....	.....do.....	Lewis S. Dixon, M. D.....	Society.....	
126	Worcester Co. Mechanics' Library.....	.....do.....	Mrs. F. J. Thurston.....	Directors.....	
127	Worcester Co. Horticultural Society Library.....	.....do.....	Ed. W. Lincoln.....	Society.....	Specialty, horticulture.
128	Albion College Library.....	Albion City, Mich.	M. W. Darling, (pro tem).....	Faculty.....	
129	University of Michigan Library.....	Ann Arbor, Mich.	Rev. Andrew Ten Brook, M. A.....	Regents.....	
130	Detroit Mechanics' Society.....	Detroit, Mich.	John Farrar.....	Board of Education.....	
131	Public Library of City of Detroit.....	.....do.....	Henry Chaney.....	Managers.....	
132	Detroit Young Men's Society Library.....	.....do.....	C. N. Gataul.....	Association.....	
133	Ladies' Library Association.....	Kalamazoo, Mich.	Mrs. D. B. Webster.....	.....do.....	
134	Young Men's Library Association.....	.....do.....	W. W. Peck.....	Society.....	Specialty, history of Minnesota.
135	Minnesota Historical Society.....	Saint Paul, Minn.	J. Fletcher Williams.....	Directors.....	
136	Saint Paul Library.....	.....do.....	Mary S. Creek.....	Legislature.....	
137	Mississippi State Library.....	Jackson, Miss.	I. N. Osborn.....	Pastor.....	
138	Saint Charles Catholic Library.....	Saint Charles, Mo.	Henry F. Ellis, S. J.....	Directors.....	
139	Law Library Association.....	Saint Louis, Mo.	Eugene C. Fittman.....	Managers.....	
140	Public School Library.....	.....do.....	John Jay Bailly.....	Directors.....	
141	Saint Louis Mercantile Library.....	.....do.....	John N. Dyer.....	President.....	
142	Saint Louis University Library.....	Lincoln City, Neb.	John P. Frieden, S. J.....	Supreme court.....	
143	Nebraska State Library.....	Bristol, N. H.	Guy A. Brown.....	Self-appointed.....	
144	Ketchum Library.....	Charlestown, N. H.	Rev. Silas Ketchum.....	Shareholders.....	
145	Charlestown Social Library.....	Concord, N. H.	Samuel Webber.....	Trustees.....	
146	Concord Public Library.....	.....do.....	Frederick S. Crawford.....	Society.....	Specialty, "law." This is a private library in the parsonage.
147	New Hampshire Historical Society's Library.....	.....do.....	N. Bouton.....	Trustees.....	
148	State Library.....	Dublin, N. H.	William H. Kimball.....	Society.....	
149	Juvenile and Social Library.....	Exeter, N. H.	Milton D. Mason.....	Committee.....	
150	Town Library.....	Franklin, N. H.	R. Marvin Fernald.....	Trustees.....	
151	Franklin Library Association.....	Hollis, N. H.	Aunie Nesmith.....	Members.....	
152	Hollis Social Library.....	Manchester, N. H.	Levi Abbott.....	Trustees.....	
153	Manchester City Library.....	.....do.....	Charles H. Marshall.....	Trustees.....	

Gradually accumulating books relating to the application of science and the fine arts to mechanical operations and the useful arts.

Specialty, horticulture.

Specialty, history of Minnesota.

Specialty, "law."
This is a private library in the parsonage.

185	Union Theological Seminary.....	.....do	Henry B. Smith.....	Directors.....	Specialties, theological works, histories, &c.; Strong in works of fiction.
186	Washington Heights.....	.....do	John MacArthur.....	Trustees.....	
187	Young Men's Christian Association	.....do	Reuben B. Pool.....	Library committee.....	
188	Oswego City Library.....	Oswego, N. Y.	Arba Leonard.....	Board education.....	
189	Public School Library.....	.....do	.....do	.....do	
190	Rochester Athenaeum and Mechan- ics Association.....	Rochester, N. Y.	Mrs. C. B. Ayers.....	Directors.....	Specialty, novels, 75 per cent.
191	Public School Central Library.....	.....do	S. A. Ellis.....	Board education.....	
192	Rochester Theological Seminary.....	.....do	R. J. W. Bookland.....	Executive committee.....	
193	Library of University of Rochester.....	.....do	Otis H. Robinson.....	Trustees.....	Specialties, juveniles and novels.
194	Union College Library.....	Schenectady, N. Y.	Jonathan Pearson.....	.....do	Strong in the collection of Dr. Augustus Neander, the church historian, 4,049 vols.
195	Central Library.....	Syracuse, N. Y.	William McCarthy.....	Board education.....	
196	Y. M. C. A. Library.....	.....do	N. S. Curtiss.....	.....do	
197	Troy Young Men's Association.....	Troy, N. Y.	F. H. Stevens.....	Executive committee.....	
198	University Library.....	Chapel Hill, N. C.	Fisk P. Brewer.....	.....do	
199	Society Libraries, University of N. C.	.....do	T. A. Noble.....	Trustees.....	
200	Akron Library Association.....	Akron, Ohio	Miss Sallie Maloney.....	Officers.....	Strong in works on French pulpit oratory and ascetic books, say 2,500 vols.
201	Young Men's Christian Association.....	Canton, Ohio.....	B. H. Engbers.....	President.....	
202	Mount Saint Mary's Seminary.....	Cincinnati, Ohio.....	William F. Poole.....	Managers.....	
203	Public Library.....	.....do	Henry Munks.....	Officers.....	
204	Library of Saint Xavier College.....	.....do	J. Nagel.....	Society.....	
205	Library of the Turner Society.....	.....do	M. Hazen White.....	Directors.....	Strong in American and European history, travels, and magazine literature.
206	Young Men's Mercantile Library.....	.....do	.....do	.....do	
207	Circleville Library.....	Circleville, Ohio.....	.....do	.....do	
208	Cleveland Public Library.....	Cleveland, Ohio.....	M. Milford.....	Board education.....	
209	Western Reserve Historical Society.....	.....do	S. G. Harbaugh.....	Society.....	
210	Ohio State Library.....	Columbus, Ohio.....	W. F. Whitlock.....	Governor.....	
211	Sturgis Library.....	Delaware, Ohio.....	F. C. Benson.....	Faculty.....	
212	Kenyon College Library.....	Gambier, Ohio.....	Almon U. Thresher.....	Trustees.....	
213	Library of Denison University.....	Granville, Ohio.....	Miss Emma Lane.....	.....do	
214	Leno Frese Library.....	Hamilton, Ohio.....	William Holden.....	.....do	
215	Marietta College.....	Marietta, Ohio.....	Miss Sophia Roland.....	Trustees.....	
216	Young Men's Library.....	Norwalk, Ohio.....	W. P. Stowell.....	.....do	
217	Sidney Library Association.....	Sidney, Ohio.....	.....do	.....do	
218	Excelsior Library.....	Springfield, Ohio.....	Thomas J. Thompson.....	Society.....	
219	Springfield Public Library.....	.....do	Henry A. Oxer.....	Directors.....	
220	Library Association.....	Portland, Oreg.....	C. W. Benney.....	.....do	
221	Allegheny Public School Library.....	Allegheny, Pa.....	S. D. Casanave.....	Committee on library.....	
222	Allegheny Mechanics' Library, &c.	Allegheny City, Pa.....	H. S. Jones.....	Directors.....	
223	City Library, Y. M. C. A.....	Erie, Pa.....	Lottio G. Moon.....	Committee.....	
224	Fallsington Library Company.....	Fallsington, Pa.....	William Kite.....	Directors.....	
225	Friends' Library and Reading Room.....	Gettysburg, Pa.....	Luther L. Crell.....	Committee.....	
226	Pennsylvania College Library.....	Gettysburg, Pa.....	Charles A. Hay.....	Faculty.....	This return includes two society libraries of \$5,700 value each.
227	Library of Theological Seminary.....	.....do	Abraham H. Casseel.....	Directors.....	Specialty, German theological works.
228	Casael's Library.....	Harrisville, Pa.....	G. H. Miller.....	Self.....	This is a private library open to the public.
229	State Library.....	Harrisburg, Pa.....	Charles Winkelfield.....	Governor.....	
230	Union Library Company.....	Harrisburg, Pa.....	.....do	Directors.....	
231	Law Library Association.....	Lancaster, Pa.....	D. G. Schlicman.....	Society.....	

297	Providence Athenæum.....	do	J. D. Hedge.....	do	Society.....	
298	Library of the Union for Christian Work.....	do	W. M. Bailey, Jr.....		Trustees.....	
299	Marist Institute Library.....	Woonsocket, R. I.	Annah Ballou.....		Governor.....	
300	Charleston Library Society.....	Charleston, S. C.	Adolph Fulmiger.....		Trustees.....	
301	State Library.....	Columbia, S. C.	Rev. George Howe, D. D., LL. D.			
302	Theological Seminary.....	do	C. Bruce Walker.....			
303	Library of University of South Carolina.....	do				
304	State Library.....	Nashville, Tenn.	Mrs. Paralee Haskell.....		Library committee.....	
305	Houston Public Library.....	Houston, Tex.	James F. Dumble.....		Corporation.....	
306	University and State Agricultural College.....	Burlington, Vt.	Henry W. Maynes.....			
307	Young Men's Association.....	do	Elihu B. Taft.....		Association.....	
308	Middlebury College.....	Middlebury, Vt.	John Albion.....		Trustees.....	
309	State Library.....	Montpelier, Vt.	Charles Reed.....		do	
310	Peabody Library.....	Post Mills Village, Vt.	Harvey Dodge.....		do	
311	Saint Johnsbury Athenæum.....	Saint Johnsbury, Vt.	William W. Thayer.....		Directors.....	
312	Alexandria Library.....	Alexandria, Va.	Mrs. E. J. Young.....		Faculty.....	
313	Emory and Henry College.....	Emory, Va.	Edmund Longley.....		Trustees.....	
314	Theological Seminary.....	Fairfax County, Va.	Rev. Joseph Packard, D. D.		do	
315	Union Theological Seminary.....	Hampden, Va.	Rev. B. M. Smith.....		Directors.....	
316	Petersburgh Library Association.....	Petersburgh, Va.	W. L. Baylor.....		Board of visitors.....	
317	University of Virginia.....	University of Va.	William Wertenbaker.....		Library committee.....	
318	Young Men's Association.....	Janesville, Wis.			Society.....	
319	Seminary of Saint Francis.....	Lake, Wis.	Daniel S. Durrie.....			
320	State Historical Society.....	Madison, Wis.	Rev. J. S. Sumner, S. J.		President United States.....	
321	Georgetown College.....	Georgetown, D. C.	A. R. Spofford.....		Secretary of Senate.....	
322	Library of Congress.....	Washington, D. C.	George S. Wagner.....		Secretary of the Interior.....	
323	Senate Library.....	do	Lieutenant Henry Jackson, A. S. O.		Commissioner of Agriculture.....	
324	Signal-Office United States Army.....	do	C. C. Adams.....		Commissioner of Patents.....	
325	Department of the Interior.....	do	John B. Russell.....		Secretary of Treasury.....	
326	Department of Agriculture.....	do	Dr. George C. Schaeffer.....		Secretary of War.....	
327	Patent-Office Library.....	do			Surgeon-General.....	
328	Bureau of Statistics.....	do	E. T. Peters.....		Superintendent.....	
329	War Department Library.....	do	P. O'Hagan.....		Secretary of State.....	
330	Surgeon-General's Office.....	do	Captain J. S. Billings.....		Commissioner of Education.....	
331	United States Naval Observatory Liby.....	do	Professor J. E. Nourse, U. S. N.		Executive committee.....	
332	Department of State Library.....	do	John J. Chew.....		Trustees.....	
333	Bureau of Education.....	do	R. Bruce Wallace.....		Legislature.....	
334	Washington City Library.....	do	Harry C. Scott.....			
335	Howard University.....	do	D. B. Nichols, M. D.			
336	Library of Washington Territory.....	Olympia, Wash.	L. N. Mosman.....			

Strong in law.
Library and building owned and supported by the founder.

Specialty, old books.

Specialty, agriculture.
Specialty, a technical library of science, especially as applied to the arts.
Specialty, statistical and economical publications, say 1,500 volumes.

Specialty, military works—one-half Strong in medical works and works on the physical sciences connected with medicine.

Diplomacy.
Specialties, literature and educational reports.

List of libraries (not private) containing more than 1,000 volumes—Continued.

No.	Library.	Post-office.	Number of volumes.
CONNECTICUT—Continued.			
64*	Silas Bronson Library.....	Waterbury.....	15,000
65	Doves's Circulating Library.....	West Killingly.....	1,300
66	Rose Library.....	Wethersfield.....	1,600
DELAWARE.			
67	State Library.....	Dover.....	30,000
68	Delaware College.....	Newark.....	6,000
69	New Castle Library Company.....	New Castle.....	6,254
70	Smyrna Library Association.....	Smyrna.....	2,000
71	Library of Iris.....	Wilmington.....	2,000
72	Wesleyan Female College.....	do.....	3,500
73*	Wilmington Institute.....	do.....	11,000
GEORGIA.			
74	University of Georgia.....	Athens.....	20,000
75*	State Library.....	Atlanta.....	15,000
76	Young Men's Library Association.....	do.....	3,000
77	Medical College of Georgia.....	Augusta.....	5,000
78	Mechanics' and Scientific Association.....	Columbus.....	8,000
79	Academy for the Blind.....	Macon.....	2,000
80	Mercer University and Societies.....	do.....	9,000
81	College Temple.....	Newman.....	5,000
82	Emory College and Societies.....	Oxford.....	10,600
83	Savannah Medical College.....	Savannah.....	3,000
84	Georgia Historical Society.....	do.....	7,000
ILLINOIS.			
85	Evangelical Lutheran Teachers' Seminary.....	Addison.....	5,200
86*	Public Library.....	Alton.....	3,500
87	Aurora Library.....	Aurora.....	1,500
88	Jenning's Seminary.....	do.....	1,579
89*	Søengerbund and Library Society.....	Belleville.....	4,876
90	Bloomington Female Seminary.....	Bloomington.....	1,000
91	Illinois Wesleyan University.....	do.....	1,500
92	Blackburn University.....	Carlinville.....	3,000
93*	Illinois Industrial University.....	Champaign.....	10,000
94	Baptist Union Theological Seminary.....	Chicago.....	15,000
95	Bennett College of Eclectic Medicine and Surgery.....	do.....	5,000
96	Chicago College of Pharmacy.....	do.....	1,000
97*	Free Library of Chicago.....	do.....	3,157
98*	Presbyterian Theological Seminary of the Northwest.....	do.....	8,000
99	Saint Ignatius College.....	do.....	5,000
100	University of Chicago.....	do.....	4,500
101	Hengstenberg Library, (University of Chicago).....	do.....	13,000
102*	Young Men's Christian Association.....	do.....	2,406
103	Eureka College.....	Eureka.....	2,000
104	Garrett Biblical Institute.....	Evanston.....	3,000
105	Northwestern University.....	do.....	22,000
106	Northwestern Female College.....	do.....	1,250
107	City Library.....	Galesburgh.....	6,500
108	Knox College.....	do.....	6,200
109	Lombard University.....	do.....	3,300
110	Young Men's Library Association.....	do.....	4,000
111	Monticello Seminary.....	Godfrey.....	1,300
112	Almira College.....	Greenville.....	1,200
113	Illinois College.....	Jacksonville.....	8,000
114	Illinois Female College.....	do.....	2,000
115	Institution for Education of Deaf and Dumb.....	do.....	1,000
116	Odd Fellows' Library.....	do.....	1,600
117	Lake Forest University.....	Lake Forest.....	1,000
118	McKendree College.....	Lebanon.....	8,000
119	Lincoln University.....	Lincoln.....	2,000
120	Monmouth College.....	Monmouth.....	2,000
121	Theological Seminary of the Northwest.....	do.....	2,200
122	Mount Carroll Seminary.....	Mount Carroll.....	5,000
123	State Normal University.....	Normal.....	3,030
124	Augustana College.....	Paxton.....	7,000
125*	Mercantile Library.....	Peoria.....	7,000
126*	Quincy Library.....	Quincy.....	3,850
127	Saint Francis Solanus College.....	do.....	2,500
128	Jubilee College.....	Robin's Nest.....	3,000
129	Rockford Female Seminary.....	Rockford.....	2,000
130	Springfield Library.....	Springfield.....	4,000
131	State Agricultural Society.....	do.....	1,000

List of libraries (not private) containing more than 1,000 volumes—Continued.

No.	Library.	Post-office.	Number of volumes.
KENTUCKY—Continued.			
196*	State Library.....	Frankfort.....	7, 000
197	Georgetown College.....	Georgetown.....	5, 000
198	Georgetown College Societies.....	do.....	2, 010
199	Presbyterian Institute.....	Greenville.....	3, 500
200	Daughters' College.....	Harrodsburgh.....	3, 000
201	Kentucky University.....	Lexington.....	20, 000
202	Lexington Library Company.....	do.....	16, 000
203*	Louisville Law Library.....	Louisville.....	3, 540
204*	Louisville Library Association.....	do.....	5, 049
205	Medical Department University of Louisville.....	do.....	4, 000
206	Young Men's Christian Association.....	do.....	6, 000
207	Odd Fellows' Library.....	Newport.....	1, 100
208	Bethel College.....	Russellville.....	1, 000
209	Academy of Saint Catharine of Sienna.....	Springfield.....	1, 000
210	Saint Rose's Convent.....	do.....	2, 500
LOUISIANA.			
211	Saint Charles College.....	Grand Coteau.....	4, 000
212	Centenary College.....	Jackson.....	2, 000
213	College of Immaculate Conception.....	New Orleans.....	8, 000
214*	Flak Free Library of Mechanics' Society.....	do.....	5, 000
215	Straight University—Normal Department.....	do.....	1, 000
216	University of Louisiana—Medical Department.....	do.....	1, 500
217	Ursuline Order.....	do.....	1, 000
218*	Young Men's Christian Association.....	do.....	1, 045
MAINE.			
219*	State Library.....	Augusta.....	23, 000
220*	Bangor Library Association.....	Bangor.....	12, 066
221*	Bangor Mechanics' Association.....	do.....	3, 500
222	Theological Seminary.....	do.....	13, 000
223	Washburn's Public Library.....	Belfast.....	1, 000
224*	Bowdoin College.....	Brunswick.....	35, 000
225*	Bucksport Social Library.....	Bucksport.....	1, 600
226	East Maine Conference Seminary.....	do.....	1, 500
227	Saint Croix Library.....	Calais.....	2, 000
228	State Reform School.....	Cape Elizabeth.....	1, 600
229	Eastern State Normal School.....	Castine.....	1, 250
230	Town Library.....	do.....	1, 434
231	City Library.....	Ellsworth.....	1, 000
232	Western State Normal School.....	Farmington.....	1, 730
233	Mechanics' Association.....	Gardiner.....	2, 000
234*	Public Library.....	do.....	2, 500
235*	Hallowell Social Library.....	Hallowell.....	5, 000
236	Calliopean Society, Maine Wesleyan Seminary.....	Kent's Hill.....	2, 000
237	Bates's College.....	Lewiston.....	5, 600
238	State College of Agriculture and the Mechanic Arts.....	Orono.....	1, 500
239*	Mechanics' Library.....	Portland.....	3, 500
240	Mercantile Library Association.....	do.....	3, 500
241	Portland Institute and Public Library.....	do.....	15, 000
242	Richmond Library Association.....	Richmond.....	1, 100
243*	Saco Athenæum.....	Saco.....	2, 000
244*	Skowhegan Library Association.....	Skowhegan.....	3, 000
245	Westbrook Seminary.....	Stevens' Plains.....	1, 000
246	Ladies' Library.....	Thomaston.....	1, 200
247	Franklin Family School for Boys.....	Topsham.....	1, 800
248	Colby University.....	Waterville.....	10, 000
249	Frost's Library.....	Westbrook.....	1, 000
MARYLAND.			
250	Naval Academy.....	Annapolis.....	15, 000
251	Saint John's College.....	do.....	3, 000
252*	State Library.....	do.....	40, 000
253	Academy of the Visitation.....	Baltimore.....	3, 200
254	Baltimore Female College.....	do.....	3, 825
255	Friends' Elementary and High School.....	do.....	2, 500
256	Howard Normal School.....	do.....	1, 650
257*	Library Company of the Baltimore Bar.....	do.....	6, 415
258	Loyola College.....	do.....	20, 000
259*	Maryland Institute Library.....	do.....	15, 400
260	Medical and Chirurgical Faculty of Maryland.....	do.....	1, 800
261*	Mercantile Library Association.....	do.....	27, 300
262	Notre Dame Institute.....	do.....	1, 100
263*	Odd Fellows' Library.....	do.....	19, 107

List of libraries (not private) containing more than 1,000 volumes—Continued.

No.	Library.	Post-office.	Number of volumes.
MASSACHUSETTS—Continued.			
340*	Peabody Library, (branch)	Danvers	7,000
341	Library Association	Deerfield	2,000
342	Williston Seminary	East Hampton	2,000
343	Public Library	Fall River	10,678
344	Public Library	Fitchburgh	8,053
345	State Normal School	Frammingham	1,200
346*	Peabody Library	Georgetown	4,000
347*	Sawyer Free Library	Gloucester	3,000
348	Greenfield Library Association	Greenfield	3,300
349	Lawrence Academy	Groton	2,500
350*	Public Library	do	2,228
351*	Public Library	Harvard	1,629
352*	Morse & Son's Circulating Library	Haverhill	1,500
353*	Public Library Association	Hinsdale	2,360
354	State Industrial School for Girls	Lancaster	1,200
355*	Town Library	do	6,608
356	Dow & Co.'s Library	Lawrence	3,000
357*	Free Public Library	do	9,224
358	Pacific Mills Library	do	6,000
359	Leicester Academy	Leicester	2,500
360	Public Library	do	1,853
361	Public Library	Leominster	3,736
362	City Library	Lowell	15,000
363*	Middlesex Mechanics' Association	do	13,000
364	Public Library	Lunenburg	1,350
365*	Free Public Library	Lynn	16,000
366	Young Men's Christian Association	Middleborough	1,151
367	Town Library	Millford	3,850
368*	Town Library	Millbury	1,787
369	Monson Academy	Monson	1,800
370*	Town Library	Natick	3,700
371*	Free Public Library	New Bedford	26,000
372	Friends' Academy	do	1,900
373*	Public Library	Newburyport	13,698
374	Free Library	Newton	7,000
375*	Newton Athenæum	do	3,267
376	Newton Theological Institution	Newton Centre	12,000
377	North Adams Library Association	North Adams	2,000
378*	Free Library	Northborough	2,783
379*	Public Library	North Bridgewater	3,400
380*	Public Library	Northampton	8,000
381*	Appleton Library	North Brookfield	3,885
382	Wheaton Female Seminary	Norton	2,900
383*	Free Public Library	Oxford	1,200
384*	Peabody Institute	Peabody	14,160
385*	Free Public Library	Phillipston	2,426
386*	Berkshire Athenæum	Pittsfield	6,285
387	Maplewood Institute	do	1,000
388	Mercantile Library	do	3,300
389*	Public Library	Quincy	7,188
390	Roxbury Athenæum	Roxbury	8,000
391	Athenæum	Salem	13,455
392*	Essex Institute	do	27,000
393*	Peabody Academy of Science	do	500
394	State Normal School	do	8,000
395*	Arms Library	Shelburne Falls	3,750
396	Public Library	Sherborn	1,500
397	Public Library	Southborough	2,511
398	South Dedham Library	South Dedham	1,439
399	Mount Holyoke Female Seminary	South Hadley	7,500
400	Public Library	South Reading	3,000
401*	Goodenow Library	South Sudbury	5,000
402*	City Library Association	Springfield	32,000
403	Library and Museum of Natural History	do	27,600
404*	Jackson Library	Stockbridge	4,000
405	Public Library	Stoneham	3,000
406*	Town Library	Swampscott	1,800
407*	Public Library	Taunton	11,000
408*	Public Library	Waltham	6,247
409*	Free Public Library	Wayland	4,208
410	Public Library	Westborough	1,442
411	State Normal School	Westfield	2,500
412*	Westfield Athenæum	do	5,717
413*	Town Library	Westford	2,000
414	Newton Athenæum	West Newton	3,000
415	West Newton English and Classical School	do	1,700
416*	Town Library	Weston	3,300
417*	Free Library	West Roxbury	2,500
418	Wesleyan Academy	Wilbraham	6,000
419*	Williams College	Williamstown	15,060

List of libraries (not private) containing more than 1,000 volumes—Continued.

No.	Library.	Post-office.	Number of volumes.
MISSOURI—Continued.			
484*	Saint Charles's Catholic Library	Saint Charles	1,570
485	Academy of the Sacred Heart	Saint Louis	2,000
486	Academy of Science	do	3,600
487	Academy of the Visitation	do	2,000
488	College of the Christian Brothers	do	10,000
489	Concordia Seminary	do	5,000
490*	Law Library Association	do	7,000
491	Normal School	do	3,731
492*	Public School Library	do	31,000
493	Saint Louis Medical College	do	2,000
494	Saint Louis Medical Society	do	1,600
495*	Saint Louis Mercantile Library	do	43,000
496*	Saint Louis University Library	do	24,000
497	Saint Patrick's Academy	do	1,124
498	Ursuline Academy	do	2,500
499	Washington University	do	5,000
NEBRASKA.			
500*	State Library	Lincoln City	5,314
501	Nebraska College	Nebraska City	2,000
NEW HAMPSHIRE.			
502*	Ketchum Library	Bristol	4,000
503	Town Library	do	2,000
504*	Charlestown Social Library	Charlestown	1,434
505*	New Hampshire Historical Society	Concord	6,500
506*	Public Library	do	6,223
507*	State Library	do	11,000
508	Dover Library	Dover	4,500
509*	Juvenile and Social Library	Dublin	1,625
510*	Town Library	Exeter	3,428
511*	Franklin Library Association	Franklin	1,247
512	Dartmouth College	Hanover	46,000
513*	Hollis Social Library	Hollis	1,576
514	Public Library	Lancaster	1,003
515*	City Library	Manchester	16,176
516	Kimball Union Academy Library and Societies	Meriden	4,000
517	Appleton Library	Mount Vernon	1,000
518*	Literary Adelphi	New Hampton	1,500
519	Literary Institute	do	4,000
520	Social Fraternity	do	1,400
521	Literary and Scientific Institute	New London	1,500
522*	Portsmouth Athenæum	Portsmouth	11,391
523*	Mercantile Library Association	do	1,800
524	Library Association	Rolling's Ford	1,300
525	Saint Paul's School	Saint Paul	6,000
526*	Manufacturers' and Village Library	Somersworth	5,500
527	Conference Seminary and Female College	Tilton	1,183
NEW JERSEY.			
528	Farnum Preparatory School	Beverly	1,610
529	Bordentown Female College	Bordentown	1,000
530*	Young Men's Christian Association	Bridgeton	1,200
531	Freehold Institute	Freehold	1,500
532	Stevens Institute of Technology	Hoboken	5,000
533	Classical and Commercial High School	Lawrenceville	3,000
534*	Drew Theological Seminary	Madison	10,000
535	Apprentices' Library	Morristown	2,500
536	Newark Library Association	Newark	17,000
537*	New Jersey Historical Society	do	5,000
538*	Hertzog Hall Library	New Brunswick	18,000
539*	Young Men's Christian Association	do	3,000
540	College of New Jersey and Societies	Princeton	28,000
541	Theological Seminary	do	23,500
542	Seton Hall College	South Orange	8,000
543*	Fallsington Library	Trenton	2,000
544	Young Men's Christian Association	do	4,000
545	Pilesgrove Library Association	Woodstown	1,100
NEW YORK.			
546	Academy of the Sacred Heart	Albany	1,000
547	Albany Medical College	do	4,526

STATISTICAL TABLES.

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List of libraries (not private) containing more than 1,000 volumes—Continued.

No.	Library.	Post-office.	Number of volumes.
NEW YORK—Continued.			
628	American Eclectic Library, (Medical)	New York	3,000
629	American Institute Library	do.	10,000
630*	Apprentices' Library	do.	51,000
631*	Astor Library	do.	142,000
632	Brotherhead Library	do.	20,008
633*	City Library	do.	8,000
634	College of the City of New York	do.	21,000
635	College of Saint Francis Xavier	do.	16,000
636	College of Physicians and Surgeons	do.	1,200
637	Columbia College	do.	23,100
638	Cooper Union	do.	11,000
639*	Eclectic Library	do.	30,000
640	General Theological Seminary of the Protestant Episcopal Church.	do.	14,500
641	Manhattan Academy	do.	1,208
642	Manhattan College	do.	6,500
643	Medical Library and Journal Association	do.	3,000
644*	Mercantile Library Association	do.	143,743
645	New York Academy of Medicine, (with College of Physicians and Surgeons.)	do.	
646	New York House of Refuge	do.	3,859
647*	New York Society Library	do.	60,008
648	Packard's Business College	do.	1,000
649	Rutgers Female College	do.	2,000
650*	Union Theological Seminary	do.	32,000
651	University of the City of New York	do.	5,046
652*	Washington Heights	do.	2,322
653	Young Men's Christian Association	do.	5,451
654*	Norwich Academy	Norwich	1,048
655	Matthew's Circulating Library	Ogdensburg	1,000
656	Ogdensburg Educational Institute	do.	3,048
657*	Oswego City Library	Oswego	6,000
658*	Public School Library	do.	5,000
659	State Normal and Training School	do.	2,100
660	Oxford Academy	Oxford	1,090
661	Palmyra Classical Union School	Palmyra	1,130
662	Port Byron Free School and Academy	Port Byron	1,000
663	State Normal and Training School	Potsdam	4,030
664	Public School Library	Poughkeepsie	8,000
665	Vassar College	do.	8,200
666	Franklin Academy and Union Free School	Prattsburgh	1,300
667	Rensselaerville Academy	Rensselaerville	1,000
668	House of Refuge for Juvenile Offenders	Rochester	1,275
669*	Public School Central Library	do.	5,800
670*	Rochester Athenæum and Mechanics' Association	do.	20,000
671	Rochester Free Academy	do.	5,800
672*	Rochester Theological Seminary	do.	7,500
673*	University of Rochester	do.	10,800
674	Academic Department Union School	Saratoga	1,050
675*	Union College	Schenectady	18,000
676	Union College Societies	do.	10,000
677	Union School Library	do.	2,000
678	Mount Pleasant Academy	Sing Sing	1,711
679	De Vaux College	Suspension Bridge	1,213
680	Seminary of Our Lady of Angels	do.	4,000
681*	Central Library, (Schools)	Syracuse	13,000
682	Public Library of Court of Appeals	do.	6,000
683	Syracuse University	do.	1,563
684*	Young Men's Christian Association	do.	1,500
685	Rensselaer Polytechnic Institute	Troy	3,000
686	Saint Joseph's Provincial Seminary	do.	5,000
687	Troy Female Seminary	do.	1,563
688*	Troy Young Men's Association	do.	20,500
689	City Library	Utica	5,000
690	School District Library	do.	4,472
691	Warsaw Union School	Warsaw	1,500
692	Waterloo Union School	Waterloo	1,100
693	Watertown High School	Watertown	1,855
694	Westfield Academy and Union School	Westfield	1,299
695	Whitestown Seminary	Whitestown	2,000
696	Academy of Mount Saint Vincent, on the Hudson	Yonkers	3,000
NORTH CAROLINA.			
697*	University of North Carolina	Chapel Hill	7,000
698*	University Societies	do.	12,000
699	Davidson College	Davidson Village	6,000
700	Wake Forest College	Forestville	8,000
701	Wake Forest College Societies	do.	10,000

List of libraries (not private) containing more than 1,000 volumes—Continued.

No.	Library.	Post-office.	Number of volumes.
OHIO—Continued.			
778*	Excelsior Library	Springfield	3,000
779*	Public Library	do	4,000
780	Wittenberg College	do	8,000
781	Young Men's Christian Association	do	2,500
782	Steubenville Female Seminary	Steubenville	3,000
783	Third Street Seminary	do	4,000
784	Heidelberg College	Tiffin	4,000
785	Heidelberg Theological Seminary	do	3,000
786	Union School Library	Troy	1,350
787	Urbana University	Urbana	5,000
788	Philomathean Literary Society	West Farmington	1,150
789	Willoughby College	Willoughby	3,000
790	University of Wooster	Wooster	2,500
791	Theological Seminary	Xenia	2,000
792	Wilberforce University	do	3,000
793	Young Men's Christian Association	do	1,000
794	Antioch College	Yellow Springs	5,000
795	Putnam Seminary for Young Ladies	Zanesville	2,000
796	Zanesville Athenæum	do	5,900
OREGON.			
797	Pacific University	Forest Grove	5,000
798	Bishop Scott Grammar School	Portland	1,300
799*	Library Association	do	5,330
800	Saint Helen's Hall	do	1,000
801	Willamette University	Salem	2,000
PENNSYLVANIA.			
802	Agricultural College of Pennsylvania	Agricultural College	2,000
803*	Public School Library	Alleghany City	4,500
804	Western Theological Seminary	Alleghany City	13,000
805	Muhlenberg College	Allentown	3,000
806*	Altoona Mechanics' Library, &c.	Altoona	2,802
807	Moravian Seminary for Young Ladies	Bothlehem	3,000
808	Theological Seminary	do	5,000
809	Young Men's Christian Association	do	2,000
810	Kallynean Academy	Boyerstown	1,000
811	College of Saint Thomas of Villanova	Bryn Mawr	3,000
812	Dickinson College	Carlisle	30,000
813	Soldiers' Orphans' School	Casaville	1,000
814	Chester Library	Chester	1,500
815	Saint Joseph's Academy	Chestnut Hill	1,100
816	Pennsylvania Female College	Collegeville	2,500
817	Doylestown Library	Doylestown	2,000
818	Easton Library Association	Easton	6,000
819	Lafayette College and Societies	do	9,000
820	Academy of the Sacred Heart	Eden Hall	1,800
821	Northwestern State Normal School	Edinborough	2,175
822*	Young Men's Christian Association	Erie	4,710
823*	Fallingston Library Company	Fallingston	1,540
824	Ursinus College	Freeland	5,000
825*	Pennsylvania College	Gettysburgh	18,300
826*	Theological Seminary	do	10,100
827*	Cassel's Library	Harleysville	10,000
828*	State Library	Harrisburgh	45,000
829*	Union Library Company	Hutborough	7,500
830	West Branch Boarding and High School	Jersey Shore	3,000
831	Union Library of Upper Merion	King of Prussia P. O.	1,600
832	Bennett Library	Kingston	5,000
833	Keystone State Normal School	Kutztown	2,400
834	Athenæum, Agricultural and Mechanics' Institute	Lancaster	2,000
835	Franklin and Marshall College	do	13,000
836	Lancaster Library	do	2,000
837*	Law Library Association	do	3,700
838*	Mechanics' Library	do	4,300
839	Reformed Theological Seminary	do	8,000
840	Young Men's Christian Association	do	2,500
841	Lewisburgh University	Lewisburgh	5,100
842	Saint Francis's College	Loretto	2,000
843	Lincoln University	Lower Oxford	3,000
844	Normal School	Mansfield	1,000
845	Alleghany College	Meadville	11,050
846*	Alleghany College Philo-Franklin Society	do	1,000
847*	Meadville City Library	do	1,800
848*	Theological School	do	12,000
849	Library of Science	Media	2,000

List of libraries (not private) containing more than 1,000 volumes—Continued.

No.	Library.	Post-office.	Number of volumes.
RHODE ISLAND—Continued.			
925	Narragansett Library.....	Narragansett.....	1,350
926	Academy of the Sacred Heart.....	Newport.....	1,000
927*	People's Library.....	do.....	13,500
928*	Redwood Library and Athenæum.....	do.....	19,004
929*	Slatersville Reading-Room and Library.....	North Smithfield.....	1,300
930*	Pawtucket Library Association.....	Pawtucket.....	4,034
931*	Brown University.....	Providence.....	41,000
932	Educational Library.....	do.....	1,000
933*	Franklin Lyceum.....	do.....	8,000
934*	Mechanics and Manufacturers' Association.....	do.....	6,600
935	New England Yearly Meeting Boarding-School.....	do.....	2,500
936	Perrin's Circulating Library.....	do.....	6,000
937*	Providence Athenæum.....	do.....	33,237
938	Providence Reform School.....	do.....	1,300
939	Rhode Island Normal School.....	do.....	1,100
940	Saint Francis Xavier's Academy.....	do.....	1,000
941*	State Law Library.....	do.....	4,000
942*	Union for Christian Work.....	do.....	1,600
943	Young Men's Christian Association.....	do.....	6,000
944	Slatersville Library.....	Slatersville.....	1,500
945	Pawtucket Library Association.....	Westerly.....	3,500
946*	Harris's Institute Library.....	Woonsocket.....	6,000
SOUTH CAROLINA.			
947	Charleston College.....	Charleston.....	8,000
948*	Charleston Library Society.....	do.....	15,000
949	Medical Society of South Carolina.....	do.....	5,000
950*	State Library.....	Columbia.....	3,000
951*	Theological Seminary.....	do.....	18,613
952*	University of South Carolina.....	do.....	27,000
953	Furman University.....	Greenville.....	1,000
954	Southern Baptist Theological Seminary.....	do.....	3,000
955	Wofford College.....	Spartanburgh C. H.....	15,000
956	Newberry College.....	Walhalla.....	4,000
TENNESSEE.			
957	East Tennessee Wesleyan University.....	Athens.....	2,200
958	Tennessee Female College.....	Franklin.....	1,200
959	Greenville and Tusculum College.....	Greenville.....	5,000
960	East Tennessee University.....	Knoxville.....	1,200
961	Philomathean Library.....	do.....	20,000
962	Cumberland University.....	Lebanon and Memphis.....	9,000
963	Marysville College.....	Marysville.....	2,000
964	State Female College.....	Near Memphis.....	2,500
965	Academy of Saint Cecelia.....	Nashville.....	1,400
966	Franklin College.....	do.....	3,600
967	University of Nashville.....	do.....	13,000
968	University of Nashville Societies.....	do.....	5,000
969*	State Library.....	do.....	18,000
970	W. E. Ward's Seminary.....	do.....	5,000
971	University of the South.....	Sewanee.....	5,000
972	Mary Sharp College.....	Winchester.....	1,500
TEXAS.			
973	Texas Military Institute.....	Austin.....	1,000
974	Galveston Mercantile Library.....	Galveston.....	7,188
975	Houston Lyceum.....	Houston.....	1,500
976*	Houston Public Library.....	do.....	1,200
977	Baylor University.....	Independence.....	2,700
978	Bowden Literary Society.....	Tyler.....	8,756
VERMONT.			
979	Bradford Academy and Union High School.....	Bradford.....	1,100
980*	University and State Agricultural College.....	Burlington.....	12,671
981	Vermont Episcopal Institute.....	do.....	3,115
982*	Young Men's Association.....	do.....	1,331
983	Castleton Seminary.....	Castleton.....	1,600
984	State Normal School.....	do.....	1,020
985	New Hampton Institute.....	Fairfax.....	3,000
986*	Middlebury College.....	Middlebury.....	12,500
987	Middlebury College Societies.....	do.....	3,700
988*	State Library.....	Montpelier.....	13,500

List of libraries (not private) containing more than 1,000 volumes—Continued.

No.	Library.	Post-office.	Number of volumes.
DISTRICT OF COLUMBIA—Continued.			
1034	Columbian College.....	Washington.....	5,000
1035	Columbian College Societies.....	do.....	3,000
1036*	Library of Congress.....	do.....	246,000
1037*	Senate Library.....	do.....	25,000
1038	House Library.....	do.....	25,000
1039*	Department of the Interior.....	do.....	6,000
1060*	Department of Agriculture.....	do.....	5,500
1061*	Bureau of Education.....	do.....	1,700
1062*	Patent Office.....	do.....	22,000
1063	Navy Department.....	do.....	4,500
1064*	United States Naval Observatory.....	do.....	6,000
1065*	Department of State.....	do.....	16,500
1066	Treasury Department.....	do.....	7,000
1067	Coast Survey Office.....	do.....	5,000
1068*	Bureau of Statistics.....	do.....	3,500
1069*	War Department.....	do.....	11,000
1070	Engineers' Department, United States Army.....	do.....	2,000
1071*	Signal Office, United States Army.....	do.....	1,600
1072*	Surgeon General's Office, United States Army.....	do.....	20,000
1073	Odd Fellows' Library.....	do.....	4,500
1074*	Washington City Library.....	do.....	12,000
1075*	Howard University.....	do.....	7,550
COLORADO TERRITORY.			
1076	Miners and Mechanics' Institute.....	Central.....	1,000
1077	Territorial Library.....	Denver.....	2,500
1078	Jarvis Hall Collegiate School.....	Golden City.....	1,200
UTAH TERRITORY.			
1079	University of Deseret.....	Salt Lake City.....	2,205
WASHINGTON TERRITORY.			
1080*	Territorial Library.....	Olympia.....	5,000

Natural History Cabinet	Vassar College	Poughkeepsie, N. Y.	1864	Vassar College	None	None
Anatomical Cabinets	do	do	1864	do	None	None
Art Gallery	do	do	1864	do	None	None
Ward Museum	University of Rochester	Rochester, N. Y.	1860	University of Rochester	None	Donations.
Museum of the College of Physicians and Surgeons	Syracuse University	Syracuse, N. Y.	1872	College of Physicians and Surgeons	None	Do.
Museum of the Western Reserve and Northern Ohio Historical Society	Ohio Wesleyan University	Cleveland, Ohio	1867	Western Reserve and N. Ohio Historical Society	None	Membership fees and donations
Prescott Museum	do	do	1859	Ohio Wesleyan University	None	Ohio Wesleyan University.
Mann Cabinet	do	do	1879	do	None	Do.
Museum of Moravian Historical Society	do	do	1877	Moravian Historical Soc.	None	Donations.
Academy of Natural Sciences of Philadelphia	do	Philadelphia, Pa.	1812	Academy of Natural Sciences of Philadelphia	None	Membership fees and donations
Historical Society of Pennsylvania	do	do	1825	Historical Society of Pa.	None	Donations.
Museum of Brown University	Brown University	Providence, R. I.	1871	Brown University	None	Do.
Museum of Medical College of State of South Carolina	Medical College of State of South Carolina	Charleston, S. C.	1832	Medical College of State of South Carolina	None	Medical College of State of South Carolina.
Cutting's Museum	Middlebury College	Windsor, Vt.	1833	Hiram A. Cutting	None	Proprietor.
Cabinet of Middlebury College	do	do	1833	Middlebury College	None	Middlebury College.
Vermont State Cabinet	do	do	1834	State of Vermont	None	State appropriations.
Cabinet of the University of Wisconsin	University of Wisconsin	Madison, Wis.	1850	University of Wisconsin	None	University of Wisconsin.

from replies to inquiries by the United States Bureau of Education.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
\$50,000 00	"Agassiz professorship"	(a)	Donation	Professorship Oriental languages.
40,000 00	Endowment fund		do	
12,000 00	Scholarship		Bequest	
5,000 00	.....		do	
5,000 00	.....		do	
1,000 00	.....		do	
20,000 00	.....		do	In real estate.
1,000 00	Woolsey fund		Donation	
600 00	College library		do	
700 00	Instruction in modern languages		do	Annual donation.
8,000 00	.....		do	
1,000 00	To found prize funds		Donation	
250 00	do		do	
250 00	do		do	
40,000 00	Endowment fund		do	Interest to be used to pay salaries.
15,000 00	do		do	
20,000 00	do		do	
17,500 00	.....		do	
10,000 00	Buildings and endowment	(b)	Donation	
18,000 00	Buildings, library, & apparatus		do	
28,000 00	Indigent students		Request	"To aid worthy young men in tight places."
45,000 00	Endowment fund		do	
27,000 00	do		do	
13,500 00	.....		Donation	
3,000 00	.....		do	
10,000 00	Endowment fund		Request	
2,000 00	do		Donation	
20,000 00	To endow Greek professorship		do	
1,500 00	{ \$500 for apparatus and \$1,000 } for endowment fund. }		Donation	
55,000 00	Endowment fund		do	Subscriptions partly paid since October 15, 1871.
14,530 00	General fund		do	
2,600 00	Indigent students		do	
1,100 00	.....		do	
4,250 00	Latin professorship		do	
20,000 00	Endowment fund		do	
12,000 00	.....		do	
22,000 00	Endowment fund		Donation	
10,000 00	do		do	
30,000 00	.....		do	
1,736 00	General fund		do	
*	.....		do	
27,986 00	do		do	
150 00	For prizes		do	Annual donation to establish three prizes of \$50 each.
8,000 00	To aid students for the ministry		Bequest	
2,125 00	General fund		Donation	
8,000 00	Scholarships		do	
	.....	(c)	do	To form the nucleus of a collection on American history.
1,500,000 00	To found university		Bequest	
127,000 00	To make good losses by the Boston fire		Donation	
1,500 00	Improvements to Boylston Hall		do	
2,000 00	Scholarship		do	
550 00	Tiles for tables	(d)	do	For chemical laboratory in Boylston Hall.
	John Thornton Kirkland fellowship fund		Donation	The second and third installments of a fund of \$10,000.
99,345 48	To found professorship	(e)	do	On mediæval history.
	.....		Bequest	Professor of arboriculture, and to maintain an arboretum.
	.....	(f)	Donation	Photograph of Dr. Sam'l Gilman and copy of "Fair Harvard."

(d) Professional services for 18 months.

(e) Books.

(f) Framed photograph.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
\$1,000 00	Botanic garden		Donation	For use of agricultural department of the Bussey Institution.
100 00	To purchase books		do	
80,000 00	General fund		Bequest	Given in 1871.
17,900 00	Indigent students		do	
3,600 00	Scholarships		Donation	
50,000 00	Endowment fund		do	
3,600 00	Scholarships		do	
33,000 00	Endowment fund		do	For theological works. Interest only to be expended. Subscriptions. To be paid when the sum of \$60,000 is secured.
1,000 00	Library		Bequest	
2,550 00	Indigent students		do	
38,000 00	Endowment fund		Donation	
3,074 00	General fund		do	
7,750 00	Endowment fund		do	
5,046 00	General fund		do	
10,000 00	Professorship		Bequest	To found professorship of homoeopathy.
25,000 00	Endowment fund		Donation	To found the "Lawrence professorship of intellectual philosophy and political economy."
10,000 00	To pay debts		do	
60,000 00	To endow theological depart'm't		do	
8,000 00	Professorship		Bequest	
3,500 00	To improve buildings		do	
30,000 00	For scientific department		Bequest	To build a memorial chapel. Given mostly under special trust deeds.
48,000 00	For agricultural department		Donation	
7,000 00	do		do	
10,000 00	For medical department		do	
60,000 00	do		Bequest	
470,000 00	For library, salaries, scientific school, &c.		Donation	
2,000 00	General fund		Donation & bequest	\$25,000 for college; \$25,000 for theological department.
500 00	do		Bequest	
10,000 00	General fund		Donation	
50,000 00	do		Bequest	
1,000 00	do		Donation	
5,000 00	do		do	Monum't to Rev. Sam'l Kirkland. Granite monument to President A. Backus.
30,000 00	Professorship		Bequest	
10,000 00	Improvement of South College		Donation	
10,000 00	Department of natural history		do	
1,500 00	For cemetery		do	
1,200 00	For observatory		do	
1,000 00	For monument		do	
800 00	do		do	
700 00	For prize fund		do	
100 00	Curran medal fund	(a)	do	
		(b)	do	Philolog'l library, valued at \$600.
		(c)	do	
		(d)	do	
		(e)	do	
		(b)	do	Of late Prof. H. Mandeville, D. D. A valuable collection from China. Illustrat'g mechanic'l inventions.
2,000 00	Chaplaincy endowment		do	
3,000 00	Endowment fund		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
2,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	

(c) Botanical specimens.

(d) 200 models.

(e) American coins.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
\$1,000 00	Botanic garden		Donation	For use of agricultural department of the Bussey Institution.
100 00	To purchase books		do	
80,000 00	General fund		Bequest	Given in 1871.
17,900 00	Indigent students		do	
3,600 00	Scholarships		Donation	
50,000 00	Endowment fund		do	
3,600 00	Scholarships		do	For theological works. Interest only to be expended.
33,000 00	Endowment fund		do	
1,000 00	Library		Bequest	Subscriptions. To be paid when the sum of \$60,000 is secured.
2,520 00	Indigent students		do	
38,000 00	Endowment fund		Donation	To found professorship of homoeopathy.
3,074 00	General fund		do	
7,750 00	Endowment fund		do	To found the "Lawrence professorship of intellectual philosophy and political economy."
5,046 00	General fund		do	
10,000 00	Professorship		Bequest	To build a memorial chapel. Given mostly under special trust deeds.
25,000 00	Endowment fund		Donation	
10,000 00	To pay debts		do	To found the "Lawrence professorship of intellectual philosophy and political economy."
60,000 00	To endow theological department		do	
8,000 00	Professorship		Bequest	To improve buildings
3,500 00	To improve buildings		do	
20,000 00	For scientific department		Bequest	To build a memorial chapel. Given mostly under special trust deeds.
48,000 00	For agricultural department		Donation	
7,000 00	do		do	To build a memorial chapel. Given mostly under special trust deeds.
10,000 00	For medical department		do	
60,000 00	do		Bequest	To build a memorial chapel. Given mostly under special trust deeds.
470,000 00	For library, salaries, scientific school, &c.		Donation	
2,000 00	General fund		Donation & bequest	To build a memorial chapel. Given mostly under special trust deeds.
500 00	do		Bequest	
10,000 00	General fund		Donation	\$25,000 for college; \$25,000 for theological department.
50,000 00	do		Bequest	
1,000 00	do		Donation	Monum't to Rev. Sam'l Kirkland. Granite monument to President A. Backus.
5,000 00	do		do	
30,000 00	Professorship		Bequest	Philolog'l library, valued at \$600.
10,000 00	Improvement of South College		Donation	
10,000 00	Department of natural history		do	Of late Prof. H. Mandeville, D. D. A valuable collection from China. Illustrat'g mechanic'l inventions.
1,500 00	For cemetery		do	
1,200 00	For observatory		do	Of Adjutant William K. Bacon, for Memorial Hall.
1,000 00	For monument		do	
800 00	do		do	Of Adjutant William K. Bacon, for Memorial Hall.
700 00	For prize fund		do	
100 00	Curran medal fund	(a)	do	Of late Prof. H. Mandeville, D. D. A valuable collection from China. Illustrat'g mechanic'l inventions.
		(b)	do	
		(c)	do	Of Adjutant William K. Bacon, for Memorial Hall.
		(d)	do	
		(e)	do	Of Adjutant William K. Bacon, for Memorial Hall.
		(b)	do	
2,000 00	Chaplaincy endowment		do	Of Adjutant William K. Bacon, for Memorial Hall.
3,000 00	Endowment fund		do	
1,000 00	do		do	Of Adjutant William K. Bacon, for Memorial Hall.
1,000 00	do		do	
1,000 00	do		do	Of Adjutant William K. Bacon, for Memorial Hall.
1,000 00	do		do	
2,000 00	do		do	Of Adjutant William K. Bacon, for Memorial Hall.
1,000 00	do		do	
1,000 00	do		do	Of Adjutant William K. Bacon, for Memorial Hall.
1,000 00	do		do	

(c) Botanical specimens.

(d) 200 models.

(e) American coins.

Benefactions for 1872—Continued.

Benefaction.		Other.	Donation or bequest.	Conditions attached. Remarks.
Money.				
Amount.	Object.			
\$1,000 00	Endowment fund.....		Donation ..	
3,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
1,000 00	do		do	
13,325 00	do		do	
50,000 00	Academical hall		do	Bond payable as the building progresses.
65,530 36	Endowment fund		do	
12,850 00	Scholarships and prizes		do	
7,543 39	Natural history and apparatus		do	
19,405 40	Improvements, real estate, &c.		do	
250,000 00	To found Sage Col. for women		do	
30,000 00	Sage Chapel		do	
30,000 00	Chaplaincy		do	
2,500 00	Paleontological casts		do	
5,000 00	For support of one student	(a)	do	Valued at \$40,000. The student's preparation for the university.
100,000 00	Endowment fund		do	
50,000 00	For buildings		do	
650,000 00	Endowment fund		do	
15,000 00	do		do	
25,000 00	Professorship		do	Chair of mental and moral philosophy.
500 00	College library		Bequest ..	
200 00	do		Donation ..	
9,910 00	do		do	Subscriptions, paid in part. Complete set, worth \$300. Of classic objects, worth \$100.
		(b)	do	
		(c)	do	
1,000 00	do		do	
25,000 00	Endowment fund		do	
25,000 00	do		do	
25,000 00	do		do	
300 00	do		do	
0,000 00	Endowment and buildings		Bequest ..	
		(d)(e)	do	Valued at \$0,000. Forendowment.
		(d)	do	Valued at \$3,000. Forendowment.
4,000 00	Endowment fund		do	
20,000 00	Professorships		do	Subscriptions toward a fund of \$100,000 to endow three professorships.
15,000 00	do		do	
20,000 00	To pay debts		Donation ..	Partly in land.
24,000 00	Professorship		do	
14,000 00	College buildings		do	
10,000 00	General fund		do	Strict maintenance of evangelical Protestant principles. Name to be given to the building.
1,500 00	Gymnasium		do	
1,600 00	do		do	
4,000 00	For chapel		do	
		(f)	do	
50,000 00	do		Bequest ..	
250,000 00	Endowment fund		Donation ..	Subscriptions. Payment of part of the sum conditioned on raising \$500,000. Valued at from \$25,000 to \$30,000. \$100,000 from State on condition that \$150,000 is given by private individuals. \$10,000 on condition that \$100,000 shall be raised for same purpose; \$6,700 for general purposes.
100,000 00	Hospital for university	(g)(h)	do	
5,000 00	New building and general fund.		Donation ..	
5,000 00		do	do	
5,000 00		do	do	
1,700 00		do	do	
20,000 00	General fund		do	
12,250 00	Endowment fund		do	

(f) 300 volumes. (g) Books. (h) Stained-glass windows, pictures, &c. (*) Raised in two years.

benefactions for 1872—Continued.

Benefaction.		Other	Donation or bequest.	Conditions attached. Remarks.
Money.				
Amount.	Object.			
\$1,000 00	.....	.....	Donation	Ground rent.
50,000 00	Professorship .....	.....	Bequest	To found "The Newport-Rogers Professorship of Chemistry."
5,450 00	For expenses of museums .....	.....	Donation	.....
1,000 00	For premiums .....	.....	do	For excellence in preparatory mathematical studies.
4,000 00	For free bed in the Rhode Island Hospital	(a)	do	Insects of Massachusetts.
.....	.....	(b)	do	.....
.....	.....	(b)	do	Of Dr. Blanding.
.....	.....	(b)	do	Of John De Wolf, professor of chemistry from 1817 to 1834.
.....	.....	(b)	do	Of Maj. Wm. Ide Brown, of class of 1862.
20,000 00	Endowment fund .....	.....	do	.....
8,000 00	To re-endow university .....	.....	do	.....
14,000 00	Endowment fund .....	.....	do	\$5,000 on condition that \$100,000 are raised.
500 00	.....	.....	.....	.....
150,000 00	Ball endowment fund .....	.....	Donation	Subscriptions. First premium paid.
2,500 00	Endowment fund .....	.....	Bequest	.....
2,000 00	General fund .....	.....	Donation	.....
50 00	Indigent students .....	.....	do	To aid students for the ministry who do not use tobacco.
4,000 00	Indigent students and support of faculty .....	.....	do	.....
1,200 00	Buildings .....	.....	do	.....
9,000 00	Endowment fund .....	.....	do	In Virginia and West Virginia stock.
70,000 00	Professorship .....	.....	Bequest	To be called "Bayley Professorship."
20,000 00	General fund .....	.....	Donation	In 6 per cent. bonds of Alexandria, Va. Principal to be forever held intact.
.....	.....	(c)	do	.....
20,000 00	General fund	(d)	do	One thousand specimens, worth \$400.
100,000 00	To establish agricultural school .....	.....	do	Deed dated March 10, 1869.
25 00	Increase of library .....	.....	.....	An annuity.
1,000 00	Scholarship .....	.....	.....	To be called "The Graves" Scholarship."
7,000 00	To educate students for the ministry .....	.....	Bequest	.....
6,000 00	Library .....	.....	Donation	.....
10,600 00	Erection of buildings .....	.....	do	.....
17,500 00	General fund .....	.....	do	To be expended by regents.
500 00	Normal department .....	.....	do	.....
100 00	Literary society of university .....	.....	do	.....
200 00	Indigent students .....	.....	do	.....
25,000 00	Endowment fund .....	.....	do	.....
10,000 00	do .....	.....	do	Subscriptions toward a fund of \$100,000.
.....	.....	(e)	.....	Nowegian books.
3,000 00	.....	.....	.....	.....
7,360 00	General fund .....	.....	Donation	.....
10,150 00	Building for divinity school .....	.....	.....	.....
2,006 26	To endow a female school .....	.....	Bequest	The interest only to be used.
200 00	General fund .....	.....	do	.....
250,000 00	.....	(f)	Donation	.....
.....
5,000 00	.....	.....	do	.....
5,000 00	.....	.....	do	.....
8,000 00	.....	.....	do	.....

d Minerals.

e Five hundred volumes.

f In land.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
\$20,000 00	Endowment fund		Donation	To complete endowment of chair of didactic and polemic theology.
45,000 00	.....do .....		.....do	
66,500 00	Building fund .....		.....do	To replace buildings destroyed in the Chicago fire.
450 00	Library .....		.....do	Annual donation from rents. To be continued as long as the seminary remains in Monmouth.
4,000 00	Support of students .....		.....do	
1,500 00	.....do .....		.....do	
2,500 00	General fund .....		.....do	
600 00	.....do .....		.....do	
450 00	.....do .....		.....do	
100 00	.....do .....		.....do	
200 00	.....do .....		.....do	
200 00	.....do .....		.....do	
100 00	.....do .....		.....do	
1,000 00	.....do		Bequest	
3,000 00	Scholarship .....		.....do	
1,000 00	General fund .....		.....do	
1,000 00	.....do .....		.....do	
1,500 00	.....do .....		.....do	
12,000 00	Library and students .....		.....do	Part of a bequest of \$20,000; one-half for library, and one-half for indigent students.
250 00	General fund		Donation	
50,000 00	Professorship .....		.....do	To increase salary of Hitchcock professor, and to increase the number of scholarships.
5,000 00	Professor of elocution .....		.....do	
5,000 00	Lectureship .....		.....do	On Congregationalism.
2,500 00	Scholarships .....		.....do	
1,250 00	Library .....		.....do	
35,000 00	Dormitory .....		.....do	
15,000 00	Buildings .....		.....do	
4,000 00	Theological education .....		.....do	
75,000 00	Professorships, scholarships, library, &c.	(a)	.....do	\$50,000 for professorship; \$7,500 for scholarship; \$1,200 for library.
2,000 00	Scholarship		Bequest	To be called the "Manning Scholarship."
40,000 00	Library-building		Donation	
25,000 00	Text-books		Bequest	
100 00	.....do		Donation	
15,529 53	Indigent students and general fund .....		.....do	
50,000 00	Buildings .....		.....do	For the Theological Seminary of the Reformed Church at New Brunswick, N. J.
20,000 00	Professorship .....		.....do	
30,000 00	Endowment fund .....		.....do	To endow Theological Seminary at Newburgh, N. Y.
†350,000 00	General fund and buildings .....		.....do	\$100,000 for general fund.
100,000 00	Education of young men for the ministry .....		.....do	
25,000 00	Library .....		.....do	
4,145 00	.....do .....		.....do	
8,000 00	General fund .....		.....do	
500 00	.....do .....		.....do	
3,000 00	Indigent students		Bequest	
1,000 00	Library		Donation	
1,200 00	To furnish rooms .....		.....do	
10,000 00	General fund		Bequest	
5,000 00	Scholarship		Donation	

† Raised in two years.

(a) Seven lots of land.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
\$30,000 00	Professorship		Donation.....	
5,500 00	Building-fund.....		do	
22,000 00	Professorship.....		do	To be increased to \$30,000.
3,332 00	General fund		do	
5,747 00	.....		Bequest.....	
443 00	Scholarship.....		Donation.....	
8,500 00	Endowment fund.....		do	
12,000 00	General fund		do	
10,000 00	Professorship.....		Bequest.....	Instruction to be according to published books of the late Bishop J. H. Hopkins. Worth about \$1,200.
		(b)		
10,000 00	Law library		Donation.....	
1,000 00	To improve street		do	
		(c)	do	
		(d)	do	Worth \$600.
1,422 13	Professor's library	(e)	do	To purchase books.
		(f)	do	Illustrating lectures on Materia Medica.
5,000 00	General fund		do	
1,000 00	do		do	
500 00	do		do	
500 00	do		do	
500 00	do		do	
		(g)	do	Land-grant. Land has been sold and invested in Alabama State bonds.
		(h)	do	Formerly known as "East Alabama Male College." It cost before the war \$80,000.
		(i)	do	Donated on condition that the college shall not be removed from Auburn.
3,000 00	Purchase of apparatus.....		do	Subscriptions.
75,000 00	Buildings.....		do	Conditions are the name and location.
500 00	Library.....		do	
18,000 00	General fund and buildings		do	
*66,800 00	.....		do	\$575,086 has been donated since 1862.
33,000 00	Chemical department of Lawrence Scientific School.....		Bequest.....	Not to be used for prizes.
100 00	For engineering instruments .....		.....
40,000 00	To endow professorship of languages.....		Donation	
3,700 00	For stone wall		do	
500 00	Prize medal.....		do	
100,000 00	Agricultural College and School of Mines.....		do	For best essay on culture of corn. \$60,000 for buildings; \$5,000 for library; \$35,000 for general expenses.
100,000 00	Instruction fund.....		do	
3,500 00	Current expenses.....		do	

specimens. (g) 240,000 acres. (A) College building. (i) 200 acres. * Donated in two years.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
\$800 00	Current expenses.....		Donation	
10,709 50	.....do.....		do	
517 00	Support of Butler School.....		do	
21,089 43	Endowment fund		do	
1,000 00	Scholarship		do	To be called "The Theodore Winthrop Scholarship."
1,000 00	.....do.....		do	To be called "The King's Chapel Scholarship."
250 00	Endowment fund		do	
25 00	.....do.....		do	
2,530 00	Purchase of outfit		do	
1,500 00	.....		do	
2,000 00	.....		do	
30,000 00	Buildings		do	
250 00	.....		do	
2,000 00	.....		do	
30—50,000 00	.....		Donation	
15,000 00	.....		do	
21,000 00	.....		do	
500 00	.....		do	
400,000 00	To found college for women.....		Bequest	
4,000 00	.....		do	
8—10,000 00	.....		do	
20,000 00	.....		Donation	
75,000 00	.....		do	
4,000 00	Scholarship	(a)	do	Worth \$40,000.
5,000 00	do		do	
6,000 00	.....		do	
20,000 00	.....		Donation	To endow a professorship bearing the name of Mrs. Scott.
5,000 00	General fund		do	
1,000 00	do		do	
5,000 00	.....		do	
3,243 00	To rebuild college.....		Donation	
8,000 00	.....		do	
1,000 00	.....		do	
5,000 00	.....		Bequest	
2,000 00	.....		Donation	
2,000 00	.....		do	
10,000 00	Library, lectures, &c.....		Bequest	
1,000,000 00	Fire-proof building		do	Dr. Rush died in 1869.
10,000 00	Building-fund.....		Donation	
1,500 00	Indigent students for the ministry.....		Bequest	
20,000 00	Building-fund.....		Donation	
.....	.....	(b)	do	Land sold, and money used for erection of buildings.
1,000 00	.....		do	
.....	.....	(c)	do	
6,000 00	Building-fund.....		do	
180 00	General fund		do	An annual State grant.
1,000 00	Building-fund.....		do	
200 00	do		do	
50,000 00	.....		do	
2,000 00	General fund		do	

(a) Building-site.

(b) One-half township.

(c) Township.

benefactions for 1872—Continued.

Benefaction.				Conditions attached. Remarks.
Money.		Other.	Donation or bequest.	
Amount.	Object.			
\$10,000 00	Bequest	Subscribed and paid in part. Do. \$10,000 to be used in constructing a building. Conditional subscriptions.
15,000 00	Endowment fund .....	.....	Donation
10,000 00	do .....	.....	do
3,000 00	Building-fund .....	.....	do
2,000 00	do .....	.....	do
500 00	do .....	.....	do
500 00	do .....	.....	do
2,000 00	Indigent students .....	.....	Bequest
50,000 00	.....	.....	do
7,160 00	Endowment fund .....	.....	Donation
14,000 00	do .....	.....	do
3,000 00	Scholarships .....	.....	do
12,000 00	Endowment fund .....	.....	do
4,000 00	do .....	.....	do
100,000 00	Endowment of high school.....	.....	Bequest
25,000 00	General fund .....	.....	Donation
500 00	Apparatus .....	.....	do
.....	.....	(a)	do
.....	.....	(b)	do

(a) Minerals and geological specimens. (b) 150 volumes of books.

Mr. John Anderson, of New York, has given the beautiful island of Penikese, in Buzzard's Bay, near New Bedford, Massachusetts, to Professor L. Agassiz, for the site of a summer school of natural history, and the sum of \$50,000 toward the endowment of the school.

Mr. Johns Hopkins, of Baltimore, has announced his purpose of erecting an asylum for the maintenance and education of 300 or 400 colored orphans, and appropriates \$22,000 annually for its support.

from replies to inquiries by the United States Bureau of Education.

Estimated value of its property.	Average annual receipts for five years.	Average annual receipts from regular sources for five years.	Average annual expenditures for five years.	Average annual ordinary expenditure.	Annual receipts from State.	Annual receipts from other States and individuals.	Total number admitted since opening.	Present number.	Number of instructors and other employees.	Number of blind employees.	Total amount paid blind employes and workmen.	Number.
\$40,000 00	\$63,500 00	\$63,500 00	\$63,500 00	\$63,500 00	\$63,500 00	.....	30	17	1	.....	.....	1
20,000 00	17,754 00	17,754 00	17,754 00	12,625 00	18,000 00	.....	90	40	15	4	2,922 00	2
e250,000 00	e30,000 00	e30,000 00	e30,000 00	e30,000 00	e30,000 00	\$1,000 00	75	37	23	1	1,350 00	3
75,000 00	13,861 92	9,900 00	12,490 00	11,000 00	9,900 00	.....	112	35	5	4	.....	4
50,000 00	20,600 00	100,000 00	20,000 00	20,000 00	20,000 00	.....	400	68	7	.....	.....	5
500,000 00	34,682 00	34,682 00	32,300 00	27,562 00	.....	.....	450	105	25	7	4,030 00	6
250,000 00	.....	.....	.....	24,000 00	24,000 00	.....	260	100	32	12	1,800 00	7
25,000 00	8,000 00	.....	8,000 00	8,000 00	8,000 00	.....	40	22	9	1	1,200 00	8
94,000 00	16,945 00	12,563 00	16,752 00	15,678 00	16,000 00	.....	304	47	21	8	1,670 00	9
.....	.....	.....	.....	15,000 00	15,000 00	.....	.....	20	1	1	1,000 00	10
250,000 00	25,000 00	14,000 00	25,000 00	14,000 00	13,000 00	1,350 00	129	51	13	2	500 00	11
263,174 00	92,864 00	43,030 00	91,209 00	40,023 00	30,000 00	15,030 00	811	173	69	30	7,934 00	12
275,000 00	45,179 00	44,978 00	46,598 00	30,752 00	.....	.....	354	157	41	.....	.....	13
e100,000 00	e15,000 00	.....	e15,000 00	.....	e15,000 00	.....	20	16	3	1	50 00	14
10,000 00	8,000 00	6,060 00	.....	.....	d10,000 00	.....	150	25	8	3	1,000 00	15
125,000 00	17,000 00	17,000 00	16,560 00	e21,000 00	21,750 00	.....	235	96	11	2	400 00	16
275,000 00	f30,000 00	f30,000 00	f30,000 00	35,000 00	39,000 00	.....	200	130	29	2	400 00	17
332,972 00	84,100 00	51,577 00	81,732 00	52,213 00	36,027 00	3,753 00	1,032	186	52	9	3,592 00	18
50,000 00	h43,393 00	h42,620 00	h40,000 00	40,000 00	40,000 00	.....	122	58	6	3	1,150 00	19
450,000 00	30,000 00	30,000 00	30,000 00	30,000 00	30,000 00	.....	750	109	30	4	1,116 00	20
145,000 00	79,705 00	49,016 00	69,722 00	48,037 00	33,000 00	7,839 00	753	183	60	24	3,730 00	21
.....	.....	.....	.....	10,000 00	.....	.....	.....	14	2	1	500 00	22
8,500 00	10,500 00	10,500 00	11,000 00	9,700 00	10,450 00	.....	129	41	9	4	2,640 00	23
25,000 00	9,500 00	9,500 00	9,500 00	.....	10,000 00	.....	.....	17	4	2	150 00	24
e150,000 00	e43,133 00	e40,190 00	e42,123 00	g34,324 00	h40,000 00	.....	193	40	8	2	490 00	25
45,000 00	.....	.....	.....	3,500 00	3,500 00	.....	14	10	4	2	1,550 00	26
163,000 00	37,919 00	36,895 00	37,899 00	19,525 00	22,400 00	1,025 00	191	59	22	3	.....	27

f For the last four years.
 g For year ended September 30, 1872.
 h For last two years.
 i For last year only.

95	Institution for Deaf, Dumb, and Blind	Raleigh, N. C.	1846	State	S. F. Tomlinson, M. A.	8	1	3	70	56	196	73	54	132
96	Institution for Deaf and Dumb	Columbus, Ohio	1847	do	G. O. Fay, M. A.	20	3	9	190	141	336	231	166	307
97	Institution for Deaf and Dumb	Salem, Oreg.	1870	do	William S. Smith	2	1	1	9	5	14	13	11	24
98	Institution for Deaf and Dumb	Pittsburgh, Pa.	1821	Directors	Joshua Foster	14	3	116	111	227	131	125	276	
99	Pittsburgh Day School	Pittsburgh, Pa.	1869	Municipal	A. Woodside	3	1	1	1	1	1	23	20	43
30	Institution for Education of Deaf, Dumb, and Blind	Cedar Springs, S. C.	1849	State	N. F. Walker	3	2	7	8	8	15	11	11	22
31	Institution for Deaf and Dumb	Knoxville, Tenn.	1845	do	J. H. Ijames, B. A.	7	1	2	65	46	111	63	45	108
32	Institution for Education of Deaf and Dumb	Austin, Tex.	1856	do	J. Van Nostrand, M. A.	3	2	32	12	34	50	20	10	30
33	Institution for Deaf, Dumb, and Blind	Staunton, Va.	1839	do	Charles D. McCoy	7	1	3	47	45	92	47	42	89
34	Institution for Deaf, Dumb, and Blind	Romey, W. Va.	1870	do	H. H. Hollister, M. A.	4	1	32	18	50	35	21	56	
35	Institution for Deaf and Dumb	Delavan, Wis.	1852	do	George L. Wood, Jr., M. A.	9	1	1	80	57	137	92	72	164
36	Columbia Institution for Deaf and Dumb	Washington, D. C.	1857	National	E. M. Gallaudet, Ph. D., LL. D.	11	3	1	77	14	91	100	16	116
37	National Deaf-Mute College (b)	do	1864	do	do	8	2	48	48	48	66	66	66	66

(a) Not including semi-mutes.

(b) National Deaf-Mute College is a department of Columbia Institution for Deaf and Dumb, and its statistics have been included in those of that institution. See Table VIII.

40	Michigan State prison.....	367	216	3	10	119	946	988	97	43
41	State prison, 1871.....	220	.....	.....	.....	92	134	164	13	37
42	State prison, 1871.....	67	.....	.....	.....	23	64	81	.....	6
43	State prison, 1871.....	280	270	1	.....	.....	.....	135	109	36
44	State prison, 1871.....	188	166	.....	25	39	149	135	.....	33
45	State prison, April, 1871.....	478	.....	.....	.....	.....	.....	240	.....	232
46	State prison.....	954	736	5	181	441	453	716	113	96
47	Maryland.....	669	503	6	408	53	603	191	84	364
48	South Carolina.....	230	36	.....	189	12	313	43	35	143
49	Penitentiary, in 1866.....	236	201	1	33	42	194	136	.....	92
50	Penitentiary, in 1867 and 1868.....	907	564	2	594	42	797	359	.....	441
51	Penitentiary, in 1869.....	659	368	3	364	56	603	316	.....	389
52	Penitentiary, in 1870.....	680	364	3	361	33	667	113	.....	307
53	Penitentiary, in 1871.....	266	160	2	94	10	250	99	.....	138
54	State penitentiary.....	739	242	1	473	34	711	.....	.....	.....

RECAPITULATION.

States.	Number.	SEX.				NATIVITY.		EDUCATION.		
		White.		Colored.		Foreign.	Native.	Read and write.	Read only.	No education.
		Male.	Female.	Male.	Female.					
Connecticut.....	193	140	8	43	1	36	156	106	2	24
New York (d) and Pennsylvania.....	12,539	7,539	1,548	1,228	115	4,667	8,143	8,658	1,666	2,480
Ohio.....	5,977	2,513	836	247	146	2,543	2,636	2,714	2,325	1,033
Indiana and Illinois.....	2,173	91	3	15	.....	469	965	1,965	199	711
Western States.....	12,747	2,526	398	218	2	1,571	1,904	7,661	370	4,573
Southern States.....	4,371	2,128	17	2,098	196	333	4,038	1,156	119	1,794
Total.....	36,292	14,967	2,740	3,779	462	9,630	17,863	21,660	4,561	10,614

(c) 2,331 white, 130 colored; sex not given. (b) 440 white, 20 colored; sex not given. (d) The arrests reported in the New York metropolitan police district numbered 72,084 persons; of whom 50,369 were white males, 20,023 white females; 857 colored males, 516 colored females; 24,769 were native and 48,215 were foreign born; 61,125 could read and write, 558 could read only, and 11,301 were wholly illiterate.

TABLE XXI.—Statistics of orphan asylums for 1872; from replies to inquiries by the United States Bureau of Education.

Number.	Name.	Location.	Year of incep- tion.	Year of organi- zation.	Character of foundation.	Superintendent.	Denomination.	Number of assist- ants.	Total number of inmates since foundation.
1	Roman Catholic Orphan Asylum.....	San Francisco, Cal.	1858	1853	Denominational.....	Sister Frances McEunle.....	Roman Catholic.....	90	2,690
2	New Haven Orphan Asylum.....	New Haven, Conn.	1833	1833	State.....	Mrs. L. A. Kingeley.....	Evangelical.....	65	1,079
3	Chicago Nursery and Half-Orphan Asylum.....	Chicago, Ill.	1840	1840	State.....	Mrs. M. L. Hobson.....	Protestant.....	9	1,079
4	Chicago Orphan Asylum.....	do	1840	1853	Corporate.....	Emily Swann.....	Protestant.....	10	1,481
5	Home for Friendless.....	do	1853	1857	Corporate.....	Rev. F. A. Ostrop.....	Protestant.....	6	153
6	Saint Aloysius Orphan Asylum of Saint Boni- face Church.....	Quincy, Ill.	1853	1863	Corporate.....	.....	Roman Catholic.....	6	153
7	Orphans' Home.....	Indianapolis, Ind.	1849	1850	Corporate.....	Hannah T. Hadley (b).....	Unsectarian.....	7	2,743
8	St. John's Orphan Asylum.....	Near Covington, Ky.	1871	1871	Denominational.....	.....	Roman Catholic.....	4	38
9	Female Orphan Asylum of Portland.....	Portland, Me.	1828	1827	Corporate.....	Miss Julia A. Sibley.....	Protestant.....	2	.....
10	Baltimore Orphan Asylum.....	Baltimore, Md.	1801	1854	Corporate.....	.....	Protestant.....	2	.....
11	St. Anthony's Orphan Asylum.....	do	1860	1868	Corporate.....	Rev. Leopold Feisch.....	Roman Catholic.....	14	670
12	St. Paul's Church School for Boys.....	do	1840	1840	Denominational.....	Ralph D. Whittle.....	Episcopalian.....	2	50
13	St. Vincent's Male Orphan Asylum.....	do	1814	1832	Denominational.....	Brother James.....	Roman Catholic.....	2	860
14	Boston Asylum and Farm School.....	Boston, Mass.	1803	1840	Corporate.....	William A. Morse.....	Roman Catholic.....	9	1,300
15	Boston Female Asylum.....	do	1803	1840	Corporate.....	Mrs. A. E. Bartlett.....	Unsectarian.....	10	.....
16	House of the Angel Guardian.....	do	1851	1850	Denominational.....	James G. Judge.....	Roman Catholic.....	8	5,000
17	Protectory of Mary Immaculate.....	Lawrence, Mass.	1871	1866	Denominational.....	Sister M. A. Brennan.....	Roman Catholic.....	8	370
18	City Orphan Asylum of Salem.....	Salem, Mass.	1858	1859	Corporate.....	Sister Mary.....	Unsectarian.....	9	501
19	D'Evereux Hall Orphan Asylum.....	Natchez, Miss.	1856	1859	Corporate.....	Brother Symphonian.....	Roman Catholic.....	5	166
20	Girls' Industrial Home.....	Saint Louis, Mo.	1855	1854	Corporate.....	Mrs. J. S. Thomson (d).....	Protestant.....	4	3,630
21	St. Bridget's Half-Orphan Asylum.....	do	1861	1861	Denominational.....	Sister M. Stanislaus.....	Roman Catholic.....	9	297
22	St. Joseph's Male Orphan Asylum.....	Saint Louis, Mo.	1841	1841	Corporate.....	Sister M. Basil.....	Roman Catholic.....	19	.....
23	St. Louis Protestant Orphan Asylum.....	do	1841	1834	Corporate.....	Mrs. H. M. Weed.....	Roman Catholic.....	7	2,150
24	St. Mary's Female Orphan Asylum.....	do	1841	1843	Corporate.....	Sister Aloysia.....	Roman Catholic.....	11	2,064
25	The Children's Friends Society of Jersey City.....	Jersey City, N. J.	1864	1864	do	Mary Lockwood.....	Unsectarian.....	5	128
26	Newark Orphan Asylum Association.....	Newark, N. J.	1847	1847	do	Mrs. S. M. Van Vleck.....	Protestant.....	2	425
27	The Protestant Foster Home Society of the City of Newark.....	do	1849	1848	do	Mrs. F. Stilson.....	Union.....	6	.....
28	St. Mary's Orphan Asylum.....	South Orange, N. J.	1853	1859	do	Rev. G. H. Doane.....	Roman Catholic.....	9	820
29	St. Vincent's Male Orphan Asylum.....	Albany, N. Y.	1849	1854	Denominational.....	Brother Amphan.....	do	4	1,928
30	St. Thomas Orphan Asylum.....	Batavia, N. Y.	1868	1862	do	Mary Stanislaus McGaw.....	do	4	67
31	The Orphan Asylum Society of City of Brooklyn.....	Brooklyn, N. Y.	1835	1832	Corporate.....	Mrs. John B. Hutchinson, first directress.....	do	2,200	
32	Evangelical Lutheran St. John's Orphan Home.....	Buffalo, N. Y.	1865	1864	Denominational.....	Rev. Christian Volz.....	Lutheran.....	5	80
33	St. Vincent's Female Orphan Asylum.....	do	1840	1848	Denominational.....	Sister Robertine.....	Roman Catholic.....	9	1,029
34	The Buffalo German Orphan Asylum of Saint Mary's German Church.....	do	1856	1852	Denominational.....	Rev. E. F. C. Schaner.....	do	3	340

(a) Not including servants. (b) President board of managers. (c) For last six years. (d) First directress. (e) Average yearly number.

70	St. Mary's Orphan Asylum	Norfolk, Va.	1852	1893	.....do	Sister M. A. Thomas	.....do	5	.....
71	Wheeling Hospital and Orphan Asylum	Wheeling, W. Va.	1854	1853	Corporate	Sister Mary Stanislaus	.....do	12	410
72	St. Emilianus Orphan Asylum	Lake, Wis.	1850	1848	Denominational	Sister M. Crescentia	.....do	10	650
73	Milwaukee Protestant Orphan Asylum	Milwaukee, Wis.	1859	1850	Corporate	Miss Maria P. Mason	Unsectarian	5	623
74	National Home for Destitute Women and Children	Washington, D. C.	1863	1863	National	Miss Eliza Heacock	Union	3	541
75	National Soldiers and Sailors' Orphan Home	.....do	1866	1866	Corporate	Mrs. Scarborough	Protestant	5	900
76	St. Joseph's Male Orphan Asylum	.....do	1855	1856	.....do	Sister Mary Irene	Roman Catholic	7	366
77	St. Vincent's Female Orphan Asylum	.....do	1838	1838	.....do	Sister M. Blanche	.....do	7	.....

• Average yearly number.

29	7-14	Church and county	12,870 00	19,616 73	108	108	84	24	84	79	79	23	86
30	2	Donations	1,340 07	3,049 96	4	11	15	3	12	5	7	4	11
31	3-13	Contributions and appropriations	54,231 96	126,086 54	135	50	215	13	13	195	143	143	20
32	3-13	Appropriations and contributions	14,102 42	12,585 88	34	29	63	7	5	59	59	30	47
33	4-13	Contributions	1,584 95	1,468 58	14	11	112	7	5	103	75	8	24
34	Under 14	Charity	3,833 62	3,322 56	92	92	92	3	3	91	91	7	8
35	2	Appropriations and contributions	5,970 52	5,911 04	27	27	54	3	3	19	19	10	6
36	6-10	do	17,841 60	17,841 60	476	564	8	8	8	1,040	1,040	696	8
37	4	Contributions and appropriations	40,464 64	57,464 64	37	68	105	84	91	60	95	32	15
38	No limit	Do	81,039 34	86,945 39	445	85	507	33	457	530	530	380	40
39	3-19	Full orphans	14,878 50	14,773 56	67	70	137	118	119	114	84	93	33
40	7-14	City funds and contributions	9,153 519 00	9,158 456 00	54	99	153	1	101	137	111	137	100
41	3-9	Contributions	15,000 00	13,000 00	44	19	56	6	14	9	31	16	32
42	2-14	Orphanage and good health	20,000 00	20,000 00	70	63	133	121	12	116	91	91	4
43	4	do	22,000 00	22,000 00	119	77	196	35	35	184	150	120	15
44	4-10	Half orphans and residents of the city	38,083 67	39,083 67	151	82	233	69	81	185	185	38	45
45		Father must have been a soldier or sailor.	()	()	513			176	204	400	380	400	140
46	4-6	Donations and contributions	()	()	320			12	204	900	190	194	917
47	4-9	do	()	()	469			39	50	300	400	400	150
48	4-9	do	()	()	70	11	73	6	15	65	65	35	170
49	5-17	Taxation	6,738 96	6,664 06	46	24	64	6	16	65	65	35	12
50	2-10	Contributions	7,300 00	7,000 00	70	32	110	1	48	107	79	93	70
51	8-12	Contributions and State	14,064 60	15,385 73	130			84	96	103	65	65	18
52	1-13	Endowment and appropriation	13,958 04	16,325 29	40	32	72	70	2	72	11	72	13
53	3-12	Contributions	14,385 81	16,229 61	60			37	3	60	40	40	15
54	2-12	do	15,000 30	14,186 88	149	126	275	203	12	250	225	210	27
55	2-12	Contributions and endowment	6,000 00	6,000 00	46	34	80	5	5	60	40	40	6
56	3-10	Contributions	42,000 00	41,882 00	250	130	350	359	30	350	350	350	40
57	8	Contributions and appropriation	11,000 00	11,000 00	64	45	109	130	11	100	65	65	130
58	4-14	Contributions	13,257 94	11,924 47	49	42	91	83	8	72	72	72	49
59	3-12	Contributions and endowment	14,000 00	14,000 00	93	65	158	135	28	135	86	112	58
60	8	Contributions											
61	Under 14	Friendless											
62	6-16	Contributions and appropriation											
63	4-17	Contributions											
64	(A)	do											
65	2	Contributions and endowment											
66	8	Contributions											

(f) Males under 11 years; females under 13.

(g) Since January, 1908.

(h) Income and expenditures for the three institutions about \$100,000.

(A) Boys under 19 years; girls under 16.

TABLE XXII.—Showing improvements in school furniture, apparatus, ventilation, &c., patented in the United States for the year ended June 30, 1872.

Names of patentees.	Residence.	No.	Titles of patents.
Geo. F. Perkins	San Francisco, Cal ..	121810	Improvement in pendent reading-desks.
Wiley Watson	Visalia, Cal	121070	Improvement in school desks and seats.
Jas. S. Smith	Middletown, Conn ..	119661	Improvement in office time-indicators.
Wm. A. Slaymaker	Atlanta, Ga.	123796	Improvement in school-desks.
Do	do	123797	Improvement in school-desks.
Francis R. Goulding	Roswell, Ga.	117373	Improvement in pencil-cases.
Joseph Troll	Bellville, Ill.	117579	Improvement in telluriana.
Jno. C. Jensen	Chicago, Ill.	125682	Improvement in paper-fasteners.
Wesley C. Carter and Jas. P. Emery	Galva, Ill.	119316	Improvement in desks for school-teachers, &c.
Alpheus B. Manard	Rockford, Ill.	121291	Improvement in copy-holders.
Thos. A. Galt and Geo. S. Tracy	Sterling, Ill.	118773	Improvement in joints for school-desks.
John L. Ritter	Brownsville, Ind ..	125411	Improvement in school-desk brackets.
Do	do	119882	Improvement in frames for school desks and seats.
Wesley H. Davis	Hartsville, Ind ..	126448	Improvement in pencil-cases.
James Russel	Plymouth, Ind	117467	Improvement in school-desks.
James Smith	Richmond, Ind	118161	Improvement in school-desks.
Jas. F. Bigger and Wm. A. Fugh	Rushville, Ind	123511	Improvement in blackboard-rubbers.
Nathan V. Evans	Winslow, Ind	123763	Improvement in composition for covering black- boards, &c.
John J. Orr	Carrollton, Ky	123578	Improvement in post-office letter-stamping ap- paratus.
Wm. Knight	Covington, Ky	119368	Improvement in slate-frames.
Jas. R. Cole	Paducah, Ky	125024	Improvement in writing-apparatus for the blind.
Benj. F. Smith	New Orleans, La.	117579	Improvement in refrigerating and ventilating apparatus.
Lyman Pettigrew	Gardiner, Me	123045	Improvement in writing-tablets.
Edw. M. Greenway, jr.	Baltimore, Md	123301	Improvement in ventilators.
Lewis Kelley	Boston, Mass	124637	Improvement in ventilators.
Reuben White	do	120138	Improvement in ventilators.
Thos. J. Mayall	do	125973	Improvement in inkstands.
Hugh M. Sweeney	do	125500	Improvement in book-stands.
Franklin L. Bailey	do	124655	Improvement in hand-stamps.
John W. Carter	do	124544	Improvement in the manufacture of writing- ink.
John M. Batchelder	Cambridge, Mass ..	127949	Improvement in rulers.
Josiah S. Elliott	Chelsea, Mass.	122218	Improvement in inkstands made from compo- sition-stone.
John F. Wood	Everett, Mass.		
Edson P. Clark	Holyoke, Mass.	4899	Improvement in composition for indelible pen- cils.
John W. Dodge	Malden, Mass.	122617	Improvement in stamping-presses.
Charles W. Russell	Milford, Mass.	126094	Improvement in compound implements.
Wm. N. Bartholomew	Newton, Mass.	123519	Improvement in slate-frames.
William McAdams	do	119381	Improvement in calendars.
Wm. N. Bartholomew	Newton Centre, Mass	121982	Improvement in rubber erasers.
Elisha Morgan	Springfield, Mass ..	123183	Improvement in inkstands.
Benj. B. Hill	do	121286	Improvement in hand-stamps.
Josiah B. Anderson	Wakefield, Mass ..	122694	Improvement in envelopes and letter-sheets combined.
Alonzo Whitcomb	Worcester, Mass.	116781	Improvement in copying-presses.
A. P. M. Jeffers	Allegan, Mich	123072	Improvement in panoramic school-apparatus.
Alrick M. Bodwell	Ann Arbor, Mich.	118187	Improvement in school desks and seats.
Amos W. Price	Detroit, Mich	126123	Improvement in arithmetical sum-letters.
Jas. S. Rankin	Minneapolis, Minn.	123909	Improvement in inkstands.
Do	do	121470	Improvement in school desks and seats.
Do	do	121471	Improvement in devices for supporting and connecting school-desks.
Wendell P. Hood	Winona, Minn	121287	Improvement in school desks and seats.
Daniel Shryock	Hannibal, Mo	119054	Improvement in chart-holders.
George G. Thomas	Saint Louis, Mo.	116887	Improvement in chimney-cowls.
Ambrose Marriott	do	121639	Improvement in ventilators.
Jacob McClure	Nashua, N. H.	116732	Improvement in combined knife and pencil sharpeners.
Edw. Weissenborn	Hudson City, N. J. ...	125359	Improvement in holders and adjusters for lead- pencils, &c.
Do	do	125360	Improvement in machines for coloring and pol- ishing lead-pencils, &c.
Do	do	125361	Improvement in machines for forming lead and other pencils.
Do	do	125362	Improvement in machines for varnishing or coloring lead-pencils, &c.
Samuel E. Harrison	Jersey City, N. J. ...	126053	Improvement in paper-filcs.
Isidor Popper	Phillipsburgh, N. J. ...	125077	Improvement in compounds for writing-fluid.
Frank G. Johnson	Brooklyn, N. Y.	122149	Improvement in blackboard erasers.
Do	do	125960	Improvement in map and chart racks.
August Schlag	do	119794	Improvement in school-desks.
Daniel M. Somers	do	126339	Improvement in pen-holders.

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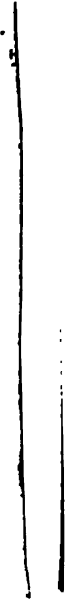
TABLES
OF
EDUCATIONAL STATISTICS

DERIVED FROM

THE UNITED STATES CENSUS OF 1870.

in square miles, the number, nativity, race, and sex of the population, and the number of in-square mile.

RACE.									
White.		Colored.		Mulattoes.		Chinese.		Indians.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
255,023	266,361	213,987	219,711	19,690	22,122	.....	.....	38	60
188,445	175,670	55,436	54,395	6,244	6,094	98	.....	38	51
297,648	301,776	1,628	1,084	866	674	45,429	3,881	3,888	3,333
260,518	267,831	3,423	3,570	1,211	1,465	2	.....	118	117
51,148	51,073	10,384	10,186	1,066	1,128	.....	.....	.....	.....
48,953	47,104	40,151	48,187	5,443	5,998	.....	.....	.....	.....
311,171	327,755	247,356	254,478	20,429	22,899	1	.....	18	22
1,301,583	1,209,513	11,240	10,179	3,694	3,649	1	.....	19	13
845,307	810,530	9,122	8,426	3,463	3,549	.....	.....	102	138
622,786	565,421	2,502	2,167	597	496	3	.....	29	19
193,200	153,177	6,719	6,580	1,847	1,902	.....	.....	458	456
557,326	541,366	87,736	89,763	20,569	24,142	1	.....	44	64
183,031	179,034	152,298	155,312	26,486	30,114	70	1	280	289
311,942	312,867	573	441	311	281	1	.....	276	223
299,858	305,639	74,144	77,319	10,079	12,949	1	1	2	2
696,925	746,231	4,698	4,988	2,004	2,257	96	1	56	95
609,046	558,236	3,481	2,953	2,715	2,700	2	.....	2,505	2,421
224,531	203,726	318	196	120	125	.....	.....	331	359
195,283	187,613	195,350	203,448	22,372	23,031	16	.....	400	409
838,290	764,856	49,879	50,533	8,149	9,510	2	1	27	48
69,942	52,175	425	313	26	25	.....	.....	32	55
29,284	9,675	199	91	40	27	2,847	305	9	14
155,315	162,382	249	187	65	79	.....	.....	11	12
434,588	440,819	13,340	13,765	1,724	1,829	13	2	7	9
2,137,896	2,192,314	22,430	24,068	2,653	2,930	29	.....	224	215
325,705	352,765	174,194	180,015	18,224	19,217	.....	.....	561	660
1,305,402	1,296,544	23,166	22,208	8,927	8,912	1	.....	57	43
49,558	37,371	169	90	50	37	3,232	98	122	196
1,727,392	1,729,217	24,914	27,527	6,163	6,690	11	3	19	15
102,328	109,891	1,829	1,991	532	628	.....	.....	67	87
140,740	148,927	189,436	198,549	13,668	14,161	1	.....	57	67
466,505	469,614	142,619	149,410	14,180	16,122	.....	.....	42	28
297,055	267,645	112,622	113,036	13,657	14,160	17	8	297	172
165,207	164,406	382	295	124	123	.....	.....	8	6
348,720	363,369	214,758	225,835	33,470	38,778	4	.....	106	123
213,671	210,162	6,860	6,760	2,092	2,248	.....	.....	.....	1
543,139	508,212	904	693	285	231	.....	.....	558	648
16,812,661	16,390,467	2,098,920	2,160,749	274,185	301,252	51,878	4,301	10,737	10,491
.....
6,834	2,747	20	6	.....	20	.....	.....	13	18
24,465	14,756	181	91	164	80	6	1	64	116
8,255	4,632	36	35	9	14	.....	.....	578	622
42,980	45,298	15,827	19,545	3,370	4,662	3	.....	12	3
7,973	2,645	42	18	.....	.....	4,148	126	21	26
.....
14,760	3,546	102	35	30	16	1,826	123	53	104
46,553	43,840	88	28	28	28	.....	.....	466	843
43,541	42,503	44	41	19	14	429	16	88	91
14,143	8,052	44	12	89	62	232	2	482	837
6,923	1,803	76	20	62	25	138	5	20	46
.....
216,427	169,822	16,460	19,831	3,711	4,901	6,802	273	1,797	2,706
.....
17,029,088	16,560,289	2,115,380	2,180,580	277,806	306,153	58,680	4,574	12,534	13,197



nativity, parentage, and total wealth of the population and the average wealth per capita.
by the United States Bureau of Education.

Austria, Bohemia, and Hungary.	Special nativity.			Parentage.			Total wealth.	Average wealth.
	Sweden, Norway, and Denmark.	China and Japan.	Other foreign countries.	Both parents native.	** One parent foreign.	** Both parents foreign.		
152	206	1	913	975, 148	4, 863	16, 981	\$201, 855, 841	\$202 46
64	209	98	379	473, 854	2, 857	7, 760	156, 394, 691	322 82
1, 270	2, 081	48, 859	29, 706	236, 740	27, 784	295, 723	638, 767, 017	1, 140 15
279	511	2	1, 565	333, 804	10, 965	192, 685	774, 631, 524	1, 441 29
12	17	.....	120	104, 654	3, 073	17, 288	97, 180, 833	777 35
22	87	1	2, 674	178, 453	1, 836	7, 459	44, 163, 655	235 23
99	91	5	950	1, 160, 295	5, 314	18, 500	268, 180, 543	226 46
9, 869	45, 570	8	19, 616	1, 553, 856	95, 212	890, 823	2, 121, 680, 579	835 34
630	2, 618	6	7, 336	1, 339, 636	56, 937	294, 064	1, 298, 180, 543	875 46
9, 591	31, 179	8	12, 716	775, 653	55, 168	360, 971	717, 644, 750	601 12
591	6, 045	.....	2, 730	277, 188	13, 746	173, 465	188, 892, 014	518 36
293	181	8	2, 278	1, 178, 291	15, 921	126, 799	604, 318, 522	457 46
487	725	79	7, 741	594, 904	18, 525	113, 486	323, 125, 666	444 51
11	251	4	510	535, 264	17, 793	73, 858	348, 155, 671	555 34
1, 101	225	6	1, 834	599, 532	21, 490	159, 872	643, 748, 976	821 37
379	1, 955	127	6, 304	831, 140	35, 859	590, 352	2, 132, 148, 741	1, 463 03
2, 118	5, 276	5	17, 583	695, 900	71, 823	416, 336	719, 308, 118	607 40
5, 022	58, 837	6	6, 473	154, 190	19, 827	265, 689	228, 909, 590	520 59
104	1, 241	16	959	809, 166	3, 789	14, 967	209, 197, 345	252 67
5, 609	3, 264	4	10, 927	1, 256, 170	48, 216	416, 909	1, 284, 922, 897	745 87
2, 142	3, 987	2	1, 074	72, 976	5, 365	44, 652	69, 277, 483	563 26
167	505	3, 146	1, 508	17, 374	1, 970	23, 147	31, 134, 012	732 71
16	108	5	243	273, 708	3, 772	40, 820	252, 624, 112	793 67
1, 042	1, 154	41	7, 189	555, 780	29, 071	321, 245	940, 676, 064	1, 038 48
6, 708	8, 198	186	30, 999	2, 157, 132	162, 515	2, 043, 112	6, 500, 841, 264	1, 483 27
19	51	4	239	1, 064, 897	2, 136	4, 328	260, 757, 244	243 38
5, 362	600	12	17, 860	1, 815, 445	114, 470	731, 345	2, 235, 430, 300	838 72
97	368	3, 327	667	70, 218	4, 549	16, 156	51, 558, 932	567 09
2, 260	2, 942	33	11, 269	2, 370, 583	159, 357	991, 851	3, 808, 340, 112	1, 081 31
43	152	.....	762	122, 263	5, 107	89, 983	296, 965, 646	1, 366 03
17	111	6	762	689, 157	2, 867	13, 582	208, 146, 989	224 94
236	474	4	1, 912	1, 222, 194	5, 746	30, 580	498, 237, 724	306 60
2, 575	926	20	25, 332	711, 252	10, 894	96, 433	159, 052, 542	194 00
2	138	1	176	246, 936	11, 461	72, 154	235, 349, 533	711 99
99	70	4	882	1, 194, 369	7, 160	23, 634	409, 558, 133	334 31
65	27	.....	627	395, 810	9, 414	36, 790	190, 651, 491	431 32
15, 293	48, 057	.....	2, 654	336, 838	47, 073	670, 759	762, 307, 329	665 90
73, 836	231, 137	56, 047	253, 649	27, 380, 770	1, 137, 925	9, 594, 558	29, 822, 535, 140	782 42
32	33	21	4, 447	2, 892	266	6, 500	3, 440, 791	356 26
68	297	7	413	29, 157	329	9, 347	20, 243, 303	507 80
397	1, 674	.....	72	6, 862	715	6, 604	5, 599, 752	394 87
81	56	4	649	97, 594	4, 923	29, 183	126, 873, 618	963 35
31	240	4, 268	204	5, 694	299	9, 006	6, 552, 621	436 87
70	324	1, 943	312	10, 349	884	9, 362	15, 184, 522	318 16
16	26	.....	4, 039	83, 197	1, 326	7, 351	31, 349, 793	341 22
8	7, 360	446	1, 031	27, 762	7, 217	51, 807	16, 159, 995	186 20
23	347	266	318	15, 573	1, 815	6, 567	13, 562, 164	566 10
42	191	143	123	4, 118	440	4, 560	7, 016, 748	769 54
698	10, 548	7, 068	11, 728	283, 198	19, 245	140, 287	245, 983, 367	555 00
74, 534	241, 685	63, 115	265, 377	27, 666, 356	1, 157, 170	9, 734, 845	30, 068, 518, 507	779 19

TABLE C.—PART I.—From the United States Census of 1870—Continued.

States.	18 to 19.			Under 20.			20.			Under 21.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1 Alabama.....	95,149	19,005	13,054	984,185	143,860	140,316	13,303	5,680	7,622	997,497	149,540	147,938
2 Arkansas.....	17,853	6,700	6,853	803,440	104,527	99,343	7,714	4,913	5,001	911,754	109,520	104,304
3 California.....	19,093	6,762	6,300	210,430	104,767	103,643	10,764	4,135	2,729	218,104	116,895	107,369
4 Connecticut.....	19,925	9,161	10,393	214,131	107,606	106,385	16,522	3,230	3,530	224,823	112,689	112,194
5 Delaware.....	4,203	2,101	2,192	50,045	26,509	25,416	2,590	1,037	1,143	52,253	26,537	25,888
6 Florida.....	4,401	2,137	2,396	52,298	26,324	25,476	2,504	1,066	1,468	54,652	27,688	26,944
7 Georgia.....	99,690	14,440	15,360	344,689	174,674	170,015	15,703	6,532	6,871	360,392	191,506	178,866
8 Illinois.....	102,536	51,367	50,639	1,440,827	658,101	641,786	54,049	23,915	28,134	1,333,676	684,016	669,860
9 Indiana.....	72,179	35,855	36,324	861,323	446,175	435,110	34,863	17,051	17,831	916,107	463,280	452,841
10 Iowa.....	46,092	24,664	23,428	630,956	321,581	309,375	24,284	12,026	12,258	658,259	353,607	321,643
11 Kansas.....	12,817	6,611	6,306	172,317	86,192	84,025	6,996	3,519	3,407	179,143	91,711	87,432
12 Kentucky.....	46,396	22,003	22,393	594,516	301,879	292,637	22,589	10,309	12,280	617,145	312,186	304,957
13 Louisiana.....	15,003	6,660	6,143	186,243	92,699	93,544	7,839	3,266	4,563	194,073	95,063	98,107
14 Maine.....	92,536	13,358	13,164	968,063	136,466	132,597	13,006	6,292	6,734	982,060	142,748	139,381
15 Maryland.....	25,435	12,090	13,245	806,721	146,863	147,858	12,603	5,373	7,230	812,324	154,256	155,088
16 Massachusetts.....	57,626	27,523	30,301	891,951	366,990	362,961	31,710	13,668	17,822	913,661	362,678	310,783
17 Michigan.....	46,636	21,583	23,053	561,689	284,960	276,789	94,007	12,368	12,368	596,396	297,738	298,058
18 Minnesota.....	15,138	7,760	7,266	828,951	115,658	112,363	4,531	4,329	4,262	836,762	120,187	116,968
19 Missouri.....	18,065	8,896	9,189	206,954	103,856	101,078	9,918	4,643	5,275	216,852	110,499	106,353
20 Mississippi.....	64,786	32,368	32,454	658,706	437,845	430,861	33,973	16,121	17,852	692,679	453,966	436,713
21 Nebraska.....	4,316	2,318	1,974	57,965	29,885	28,045	2,506	1,373	1,133	60,436	31,158	29,278
22 Nevada.....	4,704	430	6,497	9,155	4,693	4,463	519	296	1,193	9,674	5,018	4,656
23 New Hampshire.....	12,639	6,349	6,497	121,080	61,351	59,759	6,787	3,124	3,663	127,867	64,475	63,393
24 New Jersey.....	33,960	16,139	17,831	404,055	202,467	201,588	17,979	8,137	9,853	422,037	210,604	211,423
25 New York.....	167,502	79,584	87,978	1,901,963	947,237	933,966	103,877	44,635	59,242	2,005,060	891,899	1,013,186
26 North Carolina.....	30,664	15,123	15,561	332,188	176,891	173,837	16,341	7,279	9,063	364,469	186,170	188,299
27 Ohio.....	110,619	53,055	57,557	1,303,680	654,868	648,798	55,153	25,261	29,893	1,338,903	690,149	676,654
28 Oregon.....	2,047	1,469	1,478	45,740	23,198	22,549	1,478	785	733	47,218	23,917	23,301
29 Pennsylvania.....	143,561	69,117	74,444	1,687,076	845,819	841,527	71,494	32,763	38,641	1,758,500	878,609	879,898
30 Rhode Island.....	8,737	4,459	4,569	86,163	48,868	43,260	4,890	2,134	2,706	91,002	45,016	45,986
31 South Carolina.....	13,347	6,165	6,242	146,569	75,150	73,419	7,940	3,043	4,249	155,961	78,103	77,669
32 Tennessee.....	41,151	20,356	20,693	506,243	257,691	248,568	21,316	9,759	11,358	527,569	267,449	266,190
33 Texas.....	24,548	12,040	12,458	309,749	156,170	156,579	13,610	6,495	7,106	323,350	164,665	158,665
34 Vermont.....	13,292	6,423	6,486	140,061	71,185	68,676	6,968	3,468	3,468	147,927	74,683	72,344
35 Virginia.....	37,207	14,423	15,644	236,810	120,632	116,178	14,963	6,566	8,375	271,773	127,520	124,553
36 West Virginia.....	17,158	8,736	9,032	322,703	116,574	114,129	8,409	4,042	4,547	341,202	122,536	118,676
37 Wisconsin.....	49,314	21,098	21,116	551,942	276,537	272,105	20,808	10,400	10,848	572,530	288,877	283,953
Total of States.....	1,353,289	667,349	695,940	16,342,353	8,245,605	8,091,730	731,328	332,780	369,546	17,083,661	8,581,363	8,462,976

TABLE C.—PART II.—From the United States Census of 1870, showing for each State and Territory the number and sex of the colored minor population at various ages.

States.	Under 4.			4.			Under 5.			5 to 9.			Under 10.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
	1 Alabama.....	63,046	31,880	31,166	16,155	8,368	7,787	79,201	40,148	39,033	67,547	33,974	33,573	146,748	74,122	72,626
2 Arkansas.....	17,120	8,616	8,504	4,311	2,193	2,118	21,441	10,809	10,632	15,045	7,896	7,149	37,086	18,705	18,381
3 California.....	17,307	8,144	9,163	81	49	32	368	193	195	383	201	182	771	394	377
4 Connecticut.....	814	387	427	176	86	90	990	473	517	766	387	379	1,756	860	896
5 Delaware.....	2,629	1,291	1,338	633	327	308	3,264	1,618	1,646	2,960	1,502	1,458	6,224	3,130	3,104
6 Florida.....	11,873	5,841	6,032	3,638	1,914	1,724	15,501	7,555	7,946	13,442	6,787	6,655	28,943	14,542	14,401
7 Georgia.....	73,852	37,037	36,815	19,023	9,570	9,453	94,875	46,707	46,168	70,021	40,017	29,074	171,966	86,734	85,232
8 Illinois.....	3,524	1,729	1,795	788	396	392	4,312	2,185	2,127	3,044	1,518	1,526	7,356	3,703	3,653
9 Indiana.....	2,998	1,471	1,527	566	303	263	3,584	1,774	1,810	3,017	1,547	1,460	6,001	3,301	3,300
10 Iowa.....	747	359	388	168	84	84	915	492	423	625	317	308	1,540	809	731
11 Kansas.....	2,310	1,156	1,154	592	261	331	2,842	1,417	1,425	2,137	1,038	1,099	4,979	2,455	2,524
12 Kentucky.....	27,977	13,991	13,986	6,643	3,276	3,366	34,619	17,357	17,262	31,180	15,740	15,440	65,799	33,007	32,792
13 Louisiana.....	46,021	22,891	23,130	11,464	5,802	5,662	57,485	28,093	29,392	44,876	22,372	22,504	102,361	51,065	51,296
14 Maine.....	112	57	55	32	14	18	144	71	73	115	54	61	102,361	51,065	51,296
15 Maryland.....	20,359	9,991	10,368	5,026	2,496	2,530	25,415	12,487	12,928	22,274	11,243	11,031	47,689	23,730	23,959
16 Massachusetts.....	1,174	597	577	246	122	124	1,420	752	769	1,075	522	553	2,495	1,241	1,254
17 Michigan.....	1,251	621	630	290	131	159	1,541	800	742	1,579	797	782	3,130	1,549	1,581
18 Minnesota.....	32	32	39	19	8	11	90	40	50	62	33	29	152	73	79
19 Mississippi.....	62,050	31,321	30,729	15,555	7,818	7,737	77,635	39,139	38,496	62,152	31,037	31,115	139,787	70,176	69,611
20 Missouri.....	14,223	7,272	6,955	3,744	1,889	1,855	17,977	9,167	8,810	16,764	8,487	8,279	34,743	17,654	17,089
21 Nebraska.....	63	34	29	16	11	5	79	45	34	65	29	36	144	74	70
22 Nevada.....	16	7	9	7	4	3	53	6	17	18	11	7	41	17	24
23 New Hampshire.....	36	15	21	7	4	3	43	19	24	34	11	11	77	30	47
24 New Jersey.....	3,010	1,486	1,524	743	348	395	3,753	1,834	1,919	3,217	1,594	1,623	6,970	3,438	3,532
25 New York.....	4,161	2,036	2,125	984	523	463	5,145	2,557	2,588	4,556	2,265	2,291	9,701	4,702	4,999
26 North Carolina.....	52,166	26,032	26,134	13,122	6,660	6,462	65,318	32,701	32,617	54,775	27,418	27,357	120,003	60,119	59,874
27 Ohio.....	7,158	3,657	3,501	1,707	847	860	8,865	4,504	4,361	7,548	3,774	3,774	16,413	8,278	8,135
28 Oregon.....	36	17	19	8	5	3	44	4	3	33	19	14	77	41	36
29 Pennsylvania.....	6,199	3,092	3,107	1,403	716	686	7,601	3,716	3,883	6,271	3,020	3,251	13,872	6,738	7,134
30 Rhode Island.....	322	151	171	73	34	39	405	240	266	364	181	183	629	330	300
31 South Carolina.....	54,145	27,329	26,806	14,004	7,121	6,880	68,140	34,365	33,776	57,792	29,395	28,397	125,941	63,756	62,185
32 Tennessee.....	42,724	21,260	21,474	10,506	5,230	5,276	36,490	18,490	18,000	33,732	16,814	16,918	90,907	48,504	48,403
33 Texas.....	36,733	18,050	18,683	9,225	4,670	4,555	45,488	22,726	22,762	38,345	19,431	18,914	80,533	42,151	41,382
34 Vermont.....	87	41	46	23	12	11	55	25	25	47	20	18	90	41	49
35 West Virginia.....	66,170	33,055	33,115	16,313	8,146	8,167	22,483	11,201	11,282	27,996	13,975	13,983	150,397	75,176	75,221
36 Wisconsin.....	2,682	1,163	1,119	517	251	266	2,799	1,414	1,385	2,277	1,108	1,118	5,076	2,573	2,503
37 Wisconsin.....	254	116	118	46	24	22	280	140	140	211	108	103	491	248	243
Total of States.....	627,630	314,222	313,408	157,864	79,722	78,142	785,554	393,944	391,610	655,854	329,822	326,032	1,441,408	723,766	717,642

STATISTICAL TABLES.

13 Louisiana.....	42,390	91,409	72,473	72,917	20,403	9,614	10,870	165,183	88,087	83,096
14 Maine.....	14,160	11,691	35,524	35,030	11,371	5,400	5,071	81,634	40,882	41,010
15 Maryland.....	92,574	11,691	1,521	1,521	1,371	2,465	2,465	4,078	2,528	2,540
16 Massachusetts.....	1,301	757	2,698	2,698	768	345	403	5,313	2,642	2,731
17 Michigan.....	1,465	757	2,577	2,578	768	345	403	5,313	2,642	2,731
18 Minnesota.....	66	33	100,316	98,510	28,338	37	12	227,104	114,331	112,971
19 Mississippi.....	59,020	28,409	100,316	98,510	28,338	37	12	227,104	114,331	112,971
20 Missouri.....	17,133	8,635	26,305	25,367	8,300	3,960	4,365	60,304	30,369	29,935
21 Nebraska.....	61	44	111	114	47	10	31	60,372	30,369	29,935
22 Nevada.....	15	9	26	30	10	2	3	61	33	33
23 New Hampshire.....	57	34	134	134	46	24	32	180	88	82
24 New Jersey.....	3,438	1,079	5,307	5,331	1,938	963	989	12,380	6,170	6,210
25 New York.....	4,964	2,534	7,192	7,453	2,973	1,413	1,500	17,057	8,004	8,053
26 North Carolina.....	54,469	26,397	88,961	88,361	26,361	13,220	13,361	501,163	101,501	99,682
27 Ohio.....	7,638	3,919	12,197	11,654	4,223	2,063	2,139	28,373	14,360	13,982
28 Oregon.....	34	18	59	59	13	7	5	123	66	57
29 Pennsylvania.....	6,960	3,615	10,063	10,749	4,090	1,894	2,168	94,632	11,941	12,911
30 Rhode Island.....	453	216	647	615	309	153	154	1,371	1,602	1,709
31 South Carolina.....	55,324	26,978	82,104	80,161	26,508	13,016	13,582	207,603	103,190	102,743
32 Tennessee.....	45,688	22,504	71,098	70,907	22,468	10,987	11,475	165,057	82,675	82,382
33 Texas.....	34,529	16,646	50,744	58,338	16,054	7,737	8,317	134,198	67,461	66,045
34 Vermont.....	92	40	269	253	62	33	29	331	169	169
35 Virginia.....	69,352	34,039	110,436	109,253	35,064	16,221	17,673	253,637	124,711	124,926
36 West Virginia.....	2,388	1,178	3,700	3,675	1,155	568	567	8,680	4,378	4,348
37 Wisconsin.....	2,506	1,099	3,337	3,343	1,143	73	69	8,841	4,430	4,411
Total of States.....	640,406	327,037	1,050,623	1,030,993	312,865	152,316	160,647	2,204,761	1,200,141	1,191,640
1 Arizona.....	28	12	49	51	22	7	15	2	1	1
2 Colorado.....	4	2	7	8	3	3	3	122	56	66
3 Dakota.....	4,804	2,574	6,945	7,446	2,804	1,092	1,712	17,195	8,037	9,136
4 District of Columbia.....	1	1	3	3	1	1	1	6	3	3
5 Idaho.....	6	3	14	17	4	3	1	35	17	18
6 Montana.....	10	6	21	24	6	5	5	41	22	19
7 New Mexico.....	11	5	20	24	6	3	3	50	23	27
8 Utah.....	34	14	50	50	19	7	5	112	57	55
9 Washington.....	5	3	13	15	11	8	3	29	21	20
10 Wyoming.....	5	3	13	15	11	8	3	29	21	20
Total of Territories.....	4,903	2,621	7,123	7,694	2,671	1,194	1,747	17,618	8,247	9,371
Grand total United States.....	645,311	315,972	1,057,946	1,038,617	315,536	153,442	162,394	2,412,379	1,211,388	1,201,011

STATISTICAL TABLES.

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1	Arizona.....	31	30	13	2	1	76	1	79	1	17	1	5	3	172	2	88	1	81
2	Colorado.....	7	3	4	33	13	13	20	20	20	9	4	5	42	42	17	17	25	25
3	Dakota.....	1,911	703	1,906	19,103	8,742	8,742	10,364	10,364	1,112	312	312	800	90,818	90,818	9,054	9,054	11,164	11,164
4	District of Columbia.....	2	1	1	8	4	4	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Idaho.....	5	3	2	40	20	20	20	20	6	4	4	2	10	10	4	4	6	6
6	Montana.....	7	4	3	48	20	20	22	22	7	6	6	2	46	46	24	24	22	22
7	New Mexico.....	5	3	3	55	26	26	22	22	5	5	5	2	35	35	31	31	24	24
8	Utah.....	6	4	2	118	62	62	56	56	3	3	3	2	58	58	27	27	31	31
9	Washington.....	10	6	4	30	57	57	13	13	4	4	4	.....	152	152	60	60	56	56
10	Wyoming.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total of Territories.....	1,980	750	1,226	19,604	8,997	8,997	10,007	10,007	1,174	353	353	821	90,778	90,778	9,350	9,350	11,488	11,488
	Grand total United States.....	904,714	98,380	106,334	2,617,113	1,309,768	1,309,768	1,307,345	1,307,345	132,545	51,009	51,009	81,536	2,749,058	2,749,058	1,360,777	1,360,777	1,388,881	1,388,881

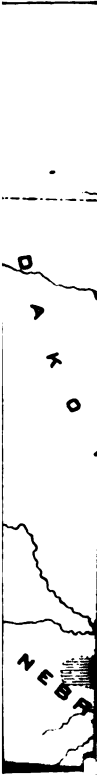
STATISTICAL TABLES

35	Virginia.....	390,913	445,893	444,623	1,270	18,745	15,358	11,095	10,343	97,646	40,351
36	West Virginia.....	48,493	21,400	76,369	3,101	10,704	9,343	5,908	5,913	15,181	34,543
37	Wisconsin.....	35,031	55,441	14,113	41,328	5,030	4,244	2,777	2,487	17,637	95,676
	Total.....	4,438,906	5,552,498	4,791,935	760,553	287,092	928,416	292,039	901,045	736,375	1,190,261
1	Arizona.....	2,690	2,753	2,993	2,491	177	123	242	524	1,167	767
2	Colorado.....	6,397	6,623	6,568	6,255	463	487	496	717	2,305	2,074
3	Dakota.....	1,249	1,563	756	605	56	56	44	47	403	306
4	District of Columbia.....	22,845	22,719	26,501	2,218	366	293	150	311	1,214	2,543
5	Idaho.....	3,293	3,268	3,138	3,250	17	19	9	19	315	107
6	Montana.....	3,667	3,918	3,894	3,534	69	36	20	29	399	81
7	New Mexico.....	48,696	52,200	49,311	2,909	4,530	4,893	3,956	5,734	14,893	17,135
8	Utah.....	2,515	7,363	2,374	2,029	1,539	1,269	523	459	1,137	2,150
9	Washington.....	1,018	1,307	2,804	4,503	71	53	44	34	437	2,179
10	Wyoming.....	1,469	613	266	336	29	19	14	14	326	86
	Total.....	89,878	105,656	88,336	17,390	7,330	7,974	5,509	7,568	22,595	25,457
	Grand total.....	4,528,084	5,658,144	4,880,271	777,973	284,422	945,390	297,578	909,533	746,970	1,145,718

29	Virginia.....	29, 723	27, 710	26, 161	31, 617	97, 008	100, 057	1	1	5	10	9	11	37	46				
30	West Virginia.....	861	804	844	860	3, 156	3, 442			24	11	18	23	59	104				
37	Wisconsin.....	12	7	25	16	185	115												
	Total.....	342, 023	326, 336	325, 871	371, 212	854, 422	935, 436	144	13	532	163	2, 693	305	538	451	565	682	2, 159	2, 625
1	Arizona.....	4	4			1				5			1	2	2	4	4	4	5
2	Colorado.....	1	1	13	14	63	48						9	11	18	23	7	45	
3	Dakota.....	972	1, 160	1, 117	2, 238	7, 569	10, 757						64	13	58	70	147	266	
4	District of Columbia.....	1		1		4	9												
5	Idaho.....	2	2	2	1	34	15	36											
6	Montana.....	5	4	7	13	58	24	395	15	2, 471	65		1	3	5	9	13	47	4
7	New Mexico.....	2	1	1	11	8	16	12		103	10		140	146	110	187	81	307	
8	Utah.....	2	2	4	2	15	8	54	2	149	4		5	2	6	11	2	3	
9	Washington.....	2	2	4	2	15	9	15	1	18			8	7	14	90	70	261	
10	Wyoming.....	1		3		33	12							3	2	5	6	23	
	Total.....	990	1, 174	1, 150	2, 228	7, 821	10, 896	36	376	18	2, 746	79	229	247	217	400	356	900	
	Grand total.....	343, 023	327, 510	327, 021	373, 500	862, 243	946, 332	180	13	908	181	5, 439	474	767	698	782	1, 082	2, 405	3, 585

* It would appear that some assistant marshals committed the fault of returning as illiterate the Chinese who could not write English, although they were able to read and write their own language.

Ninth Co



35	Virginia.....	890,056	427,455	462,601	415,893	211,330	254,563	50.10	49.44	50.77	323,362	158,213	165,089
36	West Virginia.....	308,421	154,190	154,190	81,490	36,281	44,906	36.42	33.72	39.12	117,530	58,917	58,609
37	Wisconsin.....	751,704	391,603	360,101	55,441	25,767	29,674	7.38	6.58	8.24	271,517	136,444	135,073
	Total of States.....	27,899,535	14,070,896	13,828,639	5,552,488	2,554,553	2,997,935	19.90	18.15	21.61	9,597,890	4,770,118	4,827,772
1	Arizona.....	8,237	6,148	2,089	2,753	1,599	1,154	32.42	36.01	55.34	1,512	795	717
2	Colorado.....	30,349	19,931	10,418	6,823	3,400	3,423	22.48	17.06	32.86	7,061	3,633	3,428
3	Dakota.....	10,640	7,047	3,593	1,563	782	721	14.69	11.10	21.74	2,571	1,323	1,248
4	District of Columbia.....	100,453	46,652	53,801	28,719	11,418	17,301	28.59	24.47	32.16	80,168	13,323	16,845
5	Idaho.....	13,189	11,270	1,919	3,388	3,148	240	25.69	27.93	12.51	1,563	947	616
6	Montana.....	18,170	15,317	2,853	918	673	245	5.05	4.34	9.23	1,896	1,087	749
7	New Mexico.....	66,464	34,415	32,049	52,220	23,779	28,441	78.57	69.10	82.74	25,679	11,082	12,507
8	Utah.....	56,515	29,729	27,786	7,363	3,431	3,932	13.04	11.94	14.15	21,303	10,656	10,617
9	Washington.....	17,334	11,611	5,723	1,307	3,665	642	7.54	5.73	11.22	4,459	2,358	2,131
10	Wyoming.....	8,059	6,650	1,409	1,602	440	162	7.47	6.62	11.50	903	543	360
	Total of Territories.....	229,410	187,970	141,440	105,656	49,335	56,321	32.07	26.25	39.82	95,055	45,747	49,308
	Grand total United States.....	28,228,945	14,258,866	13,970,079	5,658,144	2,603,888	3,054,256	20.04	18.26	21.87	9,692,945	4,815,865	4,877,080

30	Rhode Island.....	1	11	9	9	903	30,000	2,500	15,150	1	11	11	480	903	2,497	16,000	4,500	15,150
31	South Carolina.....	8	9	145	75	1,311	5,000	2,500	8,000	0	40	15	86	480	975	16,000	4,110	34,300
32	Tennessee.....	6	52	1,311	255	1,329	24,300	8,164	53,400	51	140	86	2	3,082	2,497	63,540	4,110	821,300
33	Texas.....	1	6	139	115	1,300	1,400	8,500	4,400	64	16	9	2	155	105	8,530	3,203	14,100
34	Vermont.....	1	15	475	115	1,300	7,800	13,000	68,000	3	19	30	1	1,535	562	25,630	17,850	9,498
35	Virginia.....	1	27	179	475	1,300	7,800	13,000	68,000	e14	03	30	1	1,535	562	25,630	17,850	160,453
36	West Virginia.....	1	11	582	293	1,300	6,000	62,500	1,800	16	31	15	1	1,430	691	13,500	24,800	82,000
37	Wisconsin.....	3	27	582	293	1,300	4,200	18,134	30,763	12	02	37	1	1,430	948	30,603	13,823	116,874
	Total of States.....	78	953	16,564	2,843	873,029	306,348	1,062,935	500	2,918	922	48,375	94,017	2,355,167	852,265	4,166,143		
1	Arizona.....																	
2	Colorado.....																	
3	Dakota.....																	
4	District of Columbia.....	3	82	4	90	1,014	20,000	97,310	4	46	4	736	76	20,000				73,500
5	Idaho.....																	
6	Montana.....																	
7	New Mexico.....																	
8	Utah.....	1	1	80	59	800	800	2,700	1	4	3	251	59	800				4,500
9	Washington.....	1	1	3	80	800	800	2,700	2	5	3	140	59	800				4,000
10	Wyoming.....																	
	Total of Territories.....	4	83	7	1,094	149	20,800	100,010	7	55	7	1,117	135	20,800				82,000
	Grand total United States.....	82	1,036	116	3,937	894,739	327,148	1,162,945	507	2,973	929	49,692	94,152	2,375,967	852,265	4,248,143		

a Including the Pennsylvania Military College.
 b One classical college and one medical college in Galveston County, and one commercial college in Anderson County, reported without teachers, pupils, or income.
 c Including the Virginia Military Institute.

34	Vermont.....	41	74	100	2,029	1,944	2,400	373	77,377	2	3	135	6	11,137	8,957	9,026
35	Virginia.....	88	141	65	2,301	1,826	1,059	.....	189,512	2	3	.....	.....	.....	2,000	.....
36	West Virginia.....	8	8	12	135	167	.....	.....	16,836	.....	.....	.....	.....	.....	.....	.....
37	Wisconsin.....	5	6	18	305	246	2,000	.....	21,300	1	6	13	.....	.....	524	730
	Total of States.....	1,510	2,506	3,529	59,702	69,116	306,885	211,529	4,744,694	24	71	1,455	6	11,137	8,957	93,164
1	Arizona.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Colorado.....	2	.....	12	.....	130	.....	.....	5,800	.....	.....	.....	.....	.....	.....	.....
3	Dakota.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	District of Columbia.....	1	.....	24	.....	130	.....	.....	35,000	2	7	212	.....	.....	.....	15,000
5	Idaho.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Montana.....	1	.....	8	10	40	.....	.....	1,200	.....	.....	.....	.....	.....	.....	.....
7	New Mexico.....	3	.....	17	.....	235	.....	.....	12,250	.....	.....	.....	.....	.....	.....	.....
8	Utah.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Washington.....	1	2	2	29	32	.....	.....	1,188	.....	.....	.....	.....	.....	.....	.....
10	Wyoming.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total of Territories.....	8	2	63	39	547	.....	.....	55,438	2	7	212	.....	.....	.....	15,000
	Grand total United States.....	1,518	2,508	3,592	59,741	69,663	306,885	211,540	4,800,132	26	78	1,667	6	11,137	8,957	108,164

a Income included in that of universities.

b Including the Kentucky Military Academy.

c Income included in that of colleges.

STATISTICAL TABLES.

30	Rhode Island.....	1	15	40	10,000	1,000	3	13	104	10,506	40,909	
31	South Carolina.....	1	12	60		6,000	3	3	125	5,000	(c)	
32	Tennessee.....	1	8	48	317	3,517	1	2	3			
33	Texas.....	1	24	105		4,750	5	14	241	11,600	12,500	
34	Vermont.....	2					3	19	273		56,000	
35	Virginia.....											
36	West Virginia.....											
37	Wisconsin.....											
	Total of States.....	62	558	9	132	44,672	92	357	4,045	568,900	1,477	469,489
	Arizona.....											
1	Arizona.....											
2	Colorado.....											
3	Dakota.....											
4	District of Columbia.....	3	32	212	5	13,500						
5	Idaho.....											
6	Montana.....											
7	New Mexico.....											
8	Utah.....											
9	Washington.....											
10	Wyoming.....											
	Total of Territories.....	3	32	212	5	13,500						
	Grand total United States.....	65	590	9	137	44,672	92	357	4,045	568,900	1,477	469,489

^a Income included in that of universities.

^b The income of the several professional schools of the university, except the dental, is included in that of colleges.

^c Income included in that of colleges.

TABLE F.—PART IV.—From the United States Census of 1870—Continued.

States.	OTHER TECHNICAL.						OTHER PRIVATE SCHOOLS.							
	Teachers.		Pupils.		Income.		Number.	Teachers.		Pupils.		Income.		
	Male.	Female.	Male.	Female.	From endow-ment.	Taxation and public funds.		Other sources, including tu-ition.	Male.	Female.	From endow-ment.	Taxation and public funds.	Other sources, including tu-ition.	
1 Alabama.....							100	77	73				\$6,000	\$69,370
2 Arkansas.....							197	144	108					73,514
3 California.....	9		183			\$49,500	167	98	205		\$500		600	276,639
4 Connecticut.....							271	145	318		4,548		16,470	147,750
5 Delaware.....							38	8	51		919		962	31,433
6 Florida.....							141	69	116		1,796		650	59,305
7 Georgia.....							1,471	1,070	632		23,319		19,132	91,610
8 Illinois.....							1,705	1,266	122		39,255		30,142	651,646
9 Indiana.....	1	3	61	18	\$1,100	630	152	92	103		4,539		7,943	1,225,234
10 Iowa.....							103	66	77		1,836		6,200	63,301
11 Kansas.....							11	4	9		891		340	42,550
12 Kentucky.....							234	143	209		5,226		9,713	7,350
13 Louisiana.....	1	5	161		6,256	1,460	366	635	378		14,252		2,905	340,235
14 Maine.....							98	36	116		1,391		1,500	274,397
15 Maryland.....							220	985	429		8,157		2,890	58,494
16 Massachusetts.....	3	39	334		236,761	3,152	422	269	630		7,941		27,000	193,778
17 Michigan.....							148	74	193		2,638		1,661	533,600
18 Minnesota.....							46	22	55		1,430		2,000	80,874
19 Mississippi.....							1,543	1,018	632		22,259		10,731	38,189
20 Missouri.....							648	364	585		16,465		20,730	542,675
21 Nebraska.....							9	7	8		188		1,000	582,076
22 Nevada.....							2	4	4		214		303	28,500
23 New Hampshire.....							15	82	43		1,010		823	26,229
24 New Jersey.....							349	403	364		26,620		300	47,322
25 New York.....	61						1,028	1,153	926		43,571		53,266	1,820,430
26 North Carolina.....	2	16	126		4,500	25,585	592	412	430		7,720		300	2,023,480
27 Ohio.....							327	272	456		17,553		14,136	181,483
28 Oregon.....							253	11	43		220		6,000	627,600
29 Pennsylvania.....	8	39	980	123	5,000	35,700	523	367	806		19,149		63,783	51,314
30 Rhode Island.....							69	36	28		1,771		2,377	534,352
31 South Carolina.....							130	88	60		2,389		450	130,430
32 Tennessee.....							634	471	229		12,151		3,709	92,190
33 Texas.....							535	567	52		11,690		360	312,350
														359,420

TABLE F.—PART V.—From the United States Census of 1870, showing for each State and Territory the number of normal schools, &c.—Continued.

States.	ALL CLASSES.						CHURCHES.				
	Teachers.		Pupils.		Income.		Organizations.	Editors.	Sittings.	Property.	
	Male.	Female.	Male.	Female.	From endow- ment.	Taxation and public funds.					Other sources, including tu- ition.
1 Alabama.....	969	992	37,923	38,643	\$39,500	\$471,161	6,095	1,058	510,810	\$8,414,515	
2 Arkansas.....	1,978	644	41,939	39,587	7,300	555,231	1,371	1,141	294,925	854,975	
3 California.....	1,548	1,054	45,217	40,290	59,037	1,669,464	643	532	105,558	7,404,235	
4 Connecticut.....	1,917	685	51,207	47,314	140,887	1,287,849	826	992	338,735	13,428,109	
5 Delaware.....	375	147	9,093	10,482	.....	130,823	207	932	87,800	1,823,950
6 Florida.....	377	954	6,782	7,882	6,750	74,177	430	300	78,930	1,436,500	
7 Georgia.....	1,880	1,517	39,775	32,875	66,560	1,114,626	873	698	801,148	3,561,955	
8 Illinois.....	11,825	10,411	380,945	377,630	923,569	6,097,810	4,208	4,529	1,691,493	22,694,282	
9 Iowa.....	7,073	6,672	157,684	146,813	49,630	3,198,592	3,008	1,106	1,042,380	11,949,927	
10 Indiana.....	7,489	3,653	165,665	111,959	63,150	3,347,629	763	1,446	431,709	1,730,353	
11 Kansas.....	1,480	574	30,493	19,389	10,604	676,848	539	304	102,135	1,732,702	
12 Kentucky.....	5,149	3,872	128,734	119,405	203,013	674,892	1,869	696	878,030	4,634,405	
13 Louisiana.....	592	930	29,854	30,317	34,625	594,958	658	509	813,935	4,048,525	
14 Maine.....	3,733	2,430	77,962	84,044	28,630	841,234	1,328	1,104	376,738	3,200,853	
15 Maryland.....	1,779	1,408	55,600	51,284	31,697	1,134,347	1,249	1,289	489,779	12,038,680	
16 Massachusetts.....	5,728	4,428	134,777	134,560	383,146	3,183,794	1,849	1,704	682,317	24,488,288	
17 Michigan.....	2,479	5,908	128,949	137,678	81,775	2,097,122	1,242	1,415	456,226	9,133,816	
18 Minnesota.....	2,479	1,907	58,168	52,100	2,000	965,101	1,066	882	138,266	2,401,750	
19 Mississippi.....	1,264	1,054	22,703	20,658	11,500	167,414	829	1,600	455,398	2,360,800	
20 Missouri.....	6,750	5,137	186,641	180,696	57,567	3,067,449	3,229	2,082	691,329	9,702,338	
21 Nebraska.....	796	450	9,492	8,122	.....	186,435	161	108	32,210	386,000
22 Nevada.....	53	13	1,379	1,094	.....	.....	32	19	8,000	212,000
23 New Hampshire.....	2,542	633	33,133	31,554	30,289	386,991	633	624	210,090	3,303,780	
24 New Jersey.....	1,893	1,455	67,751	62,049	40,000	1,435,700	1,402	1,264	573,303	18,347,150	
25 New York.....	13,020	8,035	373,276	488,746	674,732	9,151,023	5,687	5,474	282,876	66,074,755	
26 North Carolina.....	2,161	1,739	32,664	38,294	9,160	232,104	2,083	2,497	718,310	2,467,877	
27 Ohio.....	11,952	10,266	419,591	371,204	222,074	8,384,815	6,488	6,294	985,366	25,584,785	
28 Oregon.....	637	484	16,753	15,840	34,500	87,744	284	135	39,455	471,100	
29 Pennsylvania.....	14,872	8,507	428,023	385,840	539,496	1,187,700	5,684	5,698	32,298	52,738,284	
30 Rhode Island.....	561	237	15,491	17,105	31,535	348,656	295	283	138,183	4,117,200	
31 South Carolina.....	750	483	17,397	20,852	51,506	282,973	1,437	1,308	491,435	3,276,982	
32 Tennessee.....	2,794	2,440	65,979	59,852	79,100	629,461	1,179	1,147	878,524	4,697,675	
33 Texas.....	548	1,106	12,244	10,832	16,200	398,190	3,163	647	199,100	1,035,460	
34 Vermont.....	3,084	1,356	31,295	31,618	13,946	523,970	689	744	279,614	3,713,530	

TABLE G.—From the United States Census of 1870, showing for each State and Territory the number of libraries and the number of volumes.

States.	LIBRARIES OTHER THAN PRIVATE.													
	All classes.		Total.		United States.		State and territorial.		Town, city, &c.		Court and law.		School, college, &c.	
	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.
1 Alabama	1,430	576,882	2968	86,577			1	3,000	4	800	33	7,265	12	23,300
2 Arkansas	1,181	135,564	293	54,322			1	12,500	6	250	20	5,747		59,113
3 California	1,017	474,290	744	159,025			1	2,000	13	18,378	46	5,339	288	142,000
4 Connecticut	63	285,937	63	285,937			1	12,000						
5 Delaware	473	183,423	252	92,375			1	4,000						
6 Florida	253	112,928	75	25,374			1	7,000						
7 Georgia	1,735	407,232	545	102,851			1	16,000	4	3,730	63	8,610	15	41,100
8 Illinois	13,570	3,323,914	3,705	934,545			1	10,000	53	35,010	135	23,532	1,122	140,759
9 Indiana	5,301	1,125,553	2,333	627,804			1	17,870	52	39,059	92	10,308	1,006	323,391
10 Iowa	3,540	673,600	1,153	377,851			1	11,000	23	22,808	11	944	15	18,747
11 Kansas	574	218,676	180	92,425					4	4,100	3	2,650	3	6,500
12 Kentucky	1,909	320,172	1,172	318,985			5	9,500	10	13,436	218	61,590	18	29,675
13 Louisiana	5,546	1,909,230	1,480	533,268			5	64,000	1	10,000	61	31,583	34	37,050
14 Maine	2,332	847,406	1,462	583,547			5	30,000	56	14,649	19	9,748	95	63,425
15 Maryland	3,354	1,713,483	1,316	570,945			5	31,462	1	41,500	20	14,662	72	98,470
16 Massachusetts	3,169	3,017,813	1,544	1,010,609			5	30,000	95	475,853	18	27,708	90	253,127
17 Michigan	26,763	2,174,744	3,002	578,631			1	31,265	423	134,207	49	10,359	246	37,734
18 Minnesota	1,412	360,810	3,527	180,700			1	7,000	15	9,981	1	1,000	1	4,000
19 Mississippi	2,788	488,482	537	160,700			1	10,000	2	8,000	3	121	1	5,000
20 Missouri	5,645	1,065,628	1,742	498,996			1	12,000	11	8,500	135	35,104	50	44,825
21 Nebraska	390	147,040	171	51,915					1		1	250		
22 Nevada	314	158,040	98	41,940							1	627		
23 New Hampshire	1,526	704,389	670	384,303			1	30,000	32	44,744	7	250	21	30,800
24 New Jersey	2,413	895,391	1,636	535,679			1	17,205	2	20,000	26	77,535	9,879	1,165,158
25 New York	90,929	6,310,352	13,771	3,524,809			2	66,019	130	173,236	24	4,119	14	77,050
26 North Carolina	1,746	541,915	656	202,651			3	16,303	3	61,000	1	5,000	1,118	426,013
27 Ohio	17,790	3,687,363	6,025	1,324,363			3	34,300	3	1,161	1	180	4	4,400
28 Oregon	9,361	324,950	166	61,529			1	3,578	1	1,161	1	180	1	4,400
29 Pennsylvania	2,361	6,377,845	4,966	3,049,347			1	30,000	39	28,556	20	24,051	115	267,223
30 Rhode Island	14,759	693,387	324	300,606			1	1,500	10	15,198	5	2,147	12	97,500
31 South Carolina	1,663	546,244	741	149,294			1	2,700	3	6,284	3	6,284	4	20,800
32 Tennessee	3,603	892,112	1,713	504,713			1	2,000	4	1,337	3	1,000	10	68,950
33 Texas	3,455	87,111	135	25,018			1	19,000			1	1,000	1	1,200
34 Vermont	1,792	737,363	736	321,727			1	14,158	62	52,368	4	3,023	53	38,735

TABLE G.—From the United States Census of 1870—Continued.

States.	LIBRARIES OTHER THAN PRIVATE.												PRIVATE.		
	Sabbath-school.		Church.		Historical, liter- ary, and scien- tific societies.		Charitable and penal insti- tutions.		Benevolent and secret associa- tions.		Circulating.		Number.	Volumes.	
	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.	Number.	Volumes.			
1 Alabama.....	539	45,517	9	175								4	1,493	1,132	490,305
2 Arkansas.....	216	29,412	37	4,030								31	25,475	1,888	81,232
3 California.....	268	63,940	95	18,180								56	117,937	873	314,674
4 Connecticut.....	223	55,851	23	9,400								5	23,024	231	(a)
5 Delaware.....	54	10,500	13	1,070								2	1,722	178	94,148
6 Florida.....	369	63,114	82	16,002								8	11,895	1,190	87,554
7 Georgia.....	9,080	438,567	928	47,533								79	75,352	9,865	394,381
8 Illinois.....	1,075	204,692	87	24,356								20	8,248	2,068	9,869,369
9 Indiana.....	1,999	278,251	85	25,584								18	20,367	2,367	497,639
10 Iowa.....	141	33,440	35	39,755								4	6,550	384	295,749
11 Kansas.....	717	160,377	207	53,707										4,374	136,251
12 Kentucky.....	173	40,225	183	60,008										1,590,945	1,590,945
13 Louisiana.....	1,070	277,742	140	39,910										1,852	1,594,140
14 Maine.....	1,881	215,763	310	49,889										1,873	459,963
15 Maryland.....	1,042	539,609	164	85,856										2,037	1,142,838
16 Massachusetts.....	1,731	239,471	436	81,891										1,685	1,007,294
17 Michigan.....	464	85,710	80	26,708										23,761	1,596,113
18 Minnesota.....	568	69,825	15	3,000										825	1,800,020
19 Mississippi.....	1,983	188,493	243	96,845										2,231	400,106
20 Missouri.....	1,133	39,175	33	10,940										3,903	566,643
21 Nebraska.....	16	5,950	2	600										3,219	85,125
22 Nevada.....	538	164,570	38	7,425										856	116,100
23 New Hampshire.....	1,619	427,924	11	42,917										856	370,876
24 New Jersey.....	3,103	994,627	486	253,193										777	250,619
25 New York.....	4,509	74,100	109	26,051										1,158	2,355,482
26 North Carolina.....	4,206	206,574	52	10,420										1,090	2,332,004
27 Ohio.....	3,126	33,547	32	4,230										1,105	2,373,427
28 Oregon.....	3,216	1,606,640	732	426,559										89	320,153
29 Pennsylvania.....	249	116,441	26	11,160										9,853	3,328,689
30 Rhode Island.....	670	83,200	84	25,100										455	257,920
31 South Carolina.....	647	91,345	68	15,328										2,732	567,369
32 Tennessee.....	131	19,318	1											1,500	62,083
33 Texas.....	544	182,840	11	8,517										1,656	405,536
34 Vermont.....														33	20,676

TABLE H.—PART I.—From the United States Census of 1870, showing for each State and Territory the number and circulation of periodicals of all classes, and the number and circulation of technical and professional periodicals.

States.	Total.			Daily.		Number tri-weekly.		Number semi-weekly.		Weekly.		Monthly.		Quarterly.	
	Number.	Copies annually issued.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.
1 Alabama.....	89	6,198,980	91,165	9	10,430	2	76	71,175	1	9,000	3	21,800	1	4,500	
2 Arkansas.....	56	1,824,960	20,830	3	1,950	1	48	96,980	1	82,910	1	64,150	1	1,350	
3 California.....	901	47,474,756	401,903	83	94,100	4	140	968,603	1	82,910	1	64,150	1	1,350	
4 Connecticut.....	17	17,454,740	803,795	16	35,730	1	43	107,995	1	56,400	1	2,000	1	1,350	
5 Delaware.....	17	1,607,840	80,800	1	1,600	1	12	17,600	1	1,600	1	2,000	1	1,350	
6 Florida.....	83	640,820	10,545	1	1,600	1	12	17,600	1	1,600	1	2,000	1	1,350	
7 Georgia.....	110	15,538,824	150,987	15	30,600	6	73	88,837	2	31,800	6	88,837	2	31,800	
8 Illinois.....	505	113,140,462	1,782,544	30	106,400	15	364	800,713	11	490,895	2	490,895	2	13,000	
9 Indiana.....	283	86,064,984	863,542	80	42,300	5	253	238,342	3	64,150	2	64,150	2	13,000	
10 Iowa.....	273	16,408,380	219,080	82	19,600	3	186	187,840	1	3,950	3	3,950	1	700	
11 Kansas.....	47	6,316,176	96,803	12	17,570	4	78	11,393	1	6,000	1	6,000	1	700	
12 Kentucky.....	89	18,270,100	197,130	6	31,900	4	68	137,590	1	19,700	1	19,700	1	700	
13 Louisiana.....	92	13,726,680	84,165	7	34,395	4	73	39,970	1	18,700	1	18,700	1	700	
14 Maine.....	65	9,867,680	170,690	6	10,700	1	47	114,600	1	42,840	1	42,840	1	1,500	
15 Maryland.....	88	38,497,778	355,430	8	82,921	1	69	187,314	1	18,000	8	18,000	1	1,500	
16 Massachusetts.....	239	139,691,306	1,692,154	21	231,625	1	133	899,465	11	402,159	11	402,159	9	11,400	
17 Michigan.....	211	19,696,978	238,774	16	27,453	3	174	182,889	2	97,100	2	97,100	1	1,500	
18 Minnesota.....	95	9,543,656	110,778	6	14,600	5	79	79,978	3	11,800	5	11,800	1	1,500	
19 Mississippi.....	111	4,703,336	71,868	3	2,300	6	92	60,019	3	3,830	3	3,830	1	1,500	
20 Missouri.....	279	47,980,422	622,866	21	86,535	5	225	342,361	2	53,650	2	53,650	1	1,500	
21 Nebraska.....	42	3,388,900	31,600	7	6,550	1	30	24,400	1	1,850	4	1,850	1	1,500	
22 Nevada.....	12	2,572,000	11,300	5	7,300	2	5	2,850	1	1,850	1	1,850	1	1,500	
23 New Hampshire.....	51	7,237,988	173,919	7	6,100	1	37	75,819	1	13,810	6	13,810	1	1,500	
24 New Jersey.....	122	18,628,740	203,500	20	38,030	1	95	130,670	1	47,800	7	47,800	1	1,500	
25 New York.....	835	471,741,744	7,561,497	87	780,470	5	513	3,388,407	21	2,930,810	19	2,930,810	19	135,130	
26 North Carolina.....	64	6,084,950	64,890	8	11,795	3	44	43,385	1	1,900	1	1,900	1	1,500	
27 Ohio.....	385	98,548,814	1,388,367	26	139,705	8	269	923,562	3	30,400	8	30,400	2	7,000	
28 Oregon.....	35	3,657,300	48,750	4	6,350	1	26	30,400	1	9,000	5	9,000	1	1,500	
29 Pennsylvania.....	540	241,176,540	3,419,765	55	466,070	3	385	1,214,395	11	846,750	3	846,750	3	31,200	
30 Rhode Island.....	32	9,741,500	82,050	6	23,550	1	19	43,650	1	13,650	6	13,650	1	1,500	
31 South Carolina.....	55	8,901,400	80,900	5	16,100	4	42	44,000	1	10,000	3	10,000	1	1,500	

TABLE H.—PART II.—From the United States Census of 1870—Continued.

States.	POLITICAL—Continued.						RELIGIOUS.											
	Semi-weekly.		Weekly.		Other.		Total.		Weekly.		Semi-weekly.		Monthly.		Other.			
	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Copies annually issued.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	Number.	Circulation.	
1 Alabama.....	2	870	74	68,675	1	500	130,000	2	500	2	500	1	500					
2 Arkansas.....			48	26,280		6,000	6,000		6,000		6,000		22,000					
3 California.....	1	500	108	146,953	2	6,000	3,968,400	14	93,400	11	71,100	1	300	2	300	1	22,000	
4 Connecticut.....	1	600	33	76,195	2	2,000	594,200	6	13,350	3	11,000	1	400	1	400	1	1,350	
5 Delaware.....	3	3,600	10	12,100	2	1,000	84,000	1	500									
6 Florida.....	1	300	15	7,375														
7 Georgia.....	9	5,100	64	60,925			910,000	4	17,500	4	17,500							
8 Illinois.....	4	2,950	291	524,350	2	3,500	9,573,223	300,226	16	124,538	6	69,400	14	101,358	1	1,000		
9 Indiana.....	1	350	215	211,192	1	300	691,200	29,600	1	6,000	1	8,000	7	15,640				
10 Iowa.....	1	1,000	189	180,010	3	300	130,000	3,900	1	1,300	2	2,600						
11 Kansas.....			77	71,093														
12 Kentucky.....	4	4,100	53	103,150			1,130,400	22,700	6	21,200			1	1,500				
13 Louisiana.....	2	8,500	70	35,020														
14 Maine.....	2	600	36	65,150			694,000	12,000	3	19,000								
15 Maryland.....	1	600	60	102,082			1,072,704	21,522	5	20,352								
16 Massachusetts.....	14	37,384	92	220,063	1	1,000	10,019,800	283,420	13	161,750	2	14,000	14	105,250	2	2,450		
17 Michigan.....			147	146,843	1	300	351,400	10,950	4	5,500								
18 Minnesota.....			72	72,878			162,800	3,900	2	2,900								
19 Mississippi.....	3	2,400	85	48,868			49,000	8,850	3	950								
20 Missouri.....			211	269,461			2,784,400	69,700	9	44,200	2	15,000	6	10,500				
21 Nebraska.....	2	950	2	21,100														
22 Nevada.....			3	650														
23 New Hampshire.....			30	57,509			1,276,000	22,000	1	13,000	1	25,000						
24 New Jersey.....			86	413,370			1,122,000	11,000										
25 New York.....	16	75,500	322	1,410,362			40,708,240	2,025,120	33	360,120	5	154,200	2	11,000	44	1,506,000	8	74,800
26 North Carolina.....	3	2,750	26	53,402			6,413,500	5,625	1	775	1	1,250						
27 Ohio.....	5	2,200	222	628,792	3	2,600	11,013,400	255,000	26	184,450	5	47,450	8	23,300	1	400		
28 Oregon.....			20	22,220			202,000	4,000	2	2,000								
29 Pennsylvania.....	2	17,700	250	477,960			34,437,000	1,264,500	30	223,350	9	812,100	22	227,950	3	2,400		
30 Rhode Island.....	1	1,500	10	25,400			111,000	2,300	1	2,000								
31 South Carolina.....	1	1,000	25	36,500			353,600	8,100	5	3,900								
32 Tennessee.....	1	1,000	57	80,072			2,841,000	102,450	6	36,150	1	15,000	4	49,500	1	1,200		
33 Texas.....	5	3,700	83	40,800			218,400	4,200	6	4,200								
34 Vermont.....			37	47,600			322,400	6,200	3	6,200								

TABLE I.—From the United States Census of 1870, showing the number of persons in the several States pursuing various learned, professional, or artistic occupations.

States.	Apprentices to learned professions.	Architects.	Artists.	Authors and lecturers.	Chemists.	Clergymen.	Dealers.	Designers & draughtsmen.	Engineers.	Journalists.	Lawyers.	Librarians.	Metallurgists.	Musicians.	Naturalists.	Painters.	Physicians & surgeons.	Sculptors.	Teachers not specified.	Teachers of drawing & painting.	Teachers of music.
1 Alabama.....	7	11	22	1	3	821	114	5	62	61	758	5	.....	18	3	.....	1,418	2	.....	1	88
2 Arkansas.....	.....	8	14	.....	.....	397	39	.....	31	39	413	.....	.....	.....	.....	.....	1,036	.....	994	.....	17
3 California.....	10	95	90	13	20	569	189	35	158	209	1,115	10	64	.....	9	5	.....	4	.....	.....	.....
4 Connecticut.....	52	110	133	23	23	968	158	30	142	73	391	16	.....	84	.....	62	680	3	2,711	0	267
5 Delaware.....	1	1	1	.....	.....	150	24	7	10	7	84	.....	.....	.....	.....	.....	.....	1	361	1	15
6 Florida.....	.....	.....	.....	.....	.....	197	20	1	15	12	149	.....	.....	.....	.....	.....	948	.....	250	.....	.....
7 Georgia.....	4	15	17	.....	.....	953	167	1	65	76	851	.....	.....	.....	.....	.....	1,537	1	1,119	.....	102
8 Illinois.....	13	193	137	37	20	3,192	520	48	320	431	683	6	.....	351	15	128	4,861	15	8,809	6	.....
9 Indiana.....	14	40	87	14	3	1,787	342	7	166	209	1,685	.....	.....	83	1	16	3,613	1	5,018	4	328
10 Iowa.....	.....	30	72	5	.....	1,596	225	4	175	502	1,456	3	.....	60	4	10	1,865	4	6,012	3	287
11 Kansas.....	.....	30	12	.....	.....	538	72	4	110	72	682	1	.....	48	1	3	906	.....	1,406	.....	72
12 Kentucky.....	14	39	48	6	8	1,080	190	9	107	96	1,522	1	.....	110	2	23	2,414	0	2,961	3	173
13 Louisiana.....	5	55	23	1	3	404	99	2	63	112	663	.....	.....	157	.....	.....	1,830	5	1,470	.....	97
14 Maine.....	1	13	49	0	.....	890	139	10	79	43	538	4	.....	41	.....	.....	1,183	.....	1,183	.....	.....
15 Maryland.....	5	37	44	4	19	938	179	17	81	96	772	.....	.....	164	.....	31	1,257	.....	2,013	2	.....
16 Massachusetts.....	29	194	217	78	67	846	485	138	317	279	1,270	63	1	506	20	94	2,047	23	7,220	.....	172
17 Michigan.....	6	36	56	5	.....	1,430	259	14	110	133	1,167	4	.....	130	0	31	2,034	.....	1,220	.....	340
18 Minnesota.....	.....	22	14	1	.....	620	43	12	81	77	632	.....	.....	31	0	16	1,462	.....	1,756	.....	.....
19 Mississippi.....	1	12	20	.....	.....	749	113	.....	34	47	632	.....	.....	13	.....	.....	1,511	.....	1,496	.....	88
20 Missouri.....	12	132	118	7	42	1,729	271	29	259	262	3,452	6	.....	324	.....	13	3,560	9	4,117	4	298
21 Nebraska.....	.....	13	9	.....	.....	182	14	.....	57	98	504	.....	.....	53	1	.....	210	.....	316	.....	14
22 Nevada.....	.....	6	7	.....	.....	25	.....	.....	15	15	166	.....	.....	45	.....	.....	110	.....	1,956	.....	.....
23 New Hampshire.....	1	7	62	.....	.....	664	77	10	36	45	340	.....	.....	32	.....	11	565	.....	1,967	.....	5
24 New Jersey.....	71	122	113	11	42	1,226	916	61	223	222	888	3	.....	136	.....	30	1,208	.....	2,696	2	123
25 New York.....	74	470	256	130	211	5,278	1,346	154	656	631	5,913	36	2	2,242	50	112	6,510	85	12,357	18	1,993
26 North Carolina.....	9	8	14	.....	.....	801	.....	.....	27	59	574	.....	.....	15	.....	.....	1,543	.....	1,798	.....	39
27 Ohio.....	19	112	103	21	29	3,722	601	41	283	377	2,563	6	.....	1	.....	85	4,638	36	12,064	8	811
28 Oregon.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29 Pennsylvania.....	61	101	346	37	54	3,841	924	162	530	423	3,223	19	3	431	36	5	4,843	15	11,200	25	14
30 Rhode Island.....	12	29	16	6	12	250	55	45	40	32	353	.....	.....	99	.....	.....	260	.....	861	.....	.....
31 South Carolina.....	4	8	20	2	.....	353	133	3	30	30	1,136	.....	.....	15	.....	.....	1,789	.....	1,074	.....	101
32 Tennessee.....	.....	20	31	5	.....	1,256	133	2	31	84	1,236	.....	.....	63	.....	8	2,220	.....	2,220	.....	77
33 Texas.....	.....	8	32	1	.....	831	102	9	67	67	1,027	.....	.....	56	.....	.....	1,966	.....	1,621	.....	109
34 Vermont.....	1	7	20	7	.....	591	88	2	20	41	72	.....	.....	16	.....	.....	569	.....	1,895	.....	109
35 Virginia.....	.....	8	24	3	1	1,073	198	5	84	98	1,073	.....	.....	58	.....	.....	2,136	.....	2,821	.....	105
36 West Virginia.....	.....	5	7	.....	.....	466	37	.....	81	36	400	.....	.....	10	.....	.....	612	.....	566	.....	39
37 Wisconsin.....	8	41	43	4	8	1,180	142	6	62	115	785	.....	.....	12	.....	.....	915	.....	4,164	.....	269
States.....	376	1,984	2,913	444	597	43,439	7,763	878	4,000	5,148	39,921	209	142	6,244	268	772	61,730	942	125,963	108	9,428
Territories.....	10	33	35	14	11	455	76	56	103	138	815	4	22	275	19	3	653	8	859	.....	53
Grand total.....	386	2,017	2,948	458	608	43,874	7,839	934	4,703	5,286	40,736	213	164	6,519	287	775	62,383	950	126,822	108	9,491

33	Texas.....	564,700	253,475	756,168	62,411	904	21,919	902	177	1,922	1,921	73	104	95	732	602	927	365	130
34	Vermont.....	230,551	934	231,485	47,155	2,005	174,628	1,725	1,262	1,261	8	73	31	527	139	133	143	2	48
35	Virginia.....	1,225,163	519,841	1,744,994	13,754	2,690	303,081	3,250	3,254	1,312	1,312	1	312	26	1,000	1,232	331	901	12
36	West Virginia.....	442,014	17,980	460,004	17,091	1,432	61,628	694	375	370	830	108	108	46	155	191	175	138	16
37	Wisconsin.....	1,054,670	2,113	656,171	364,499	1,533	131,161	1,136	390	374	374	16	16	736	837	412	215	192	203
	Total.....	38,115,641	33,203,128	4,835,106	32,642,612	5,473,029	115,497	10,856,842	76,341	53,651	44,333	9,298	22,690	36,162	32,606	23,952	15,986	7,966	8,654
1	Arizona.....	9,658	26	3,849	5,809	73	11,422	19	8	8	8	8	11	11	11	16	11	5	11
2	Colorado.....	37,864	456	33,365	6,509	73	11,422	19	8	8	8	8	11	11	11	16	11	5	3
3	Dakota.....	14,151	94	9,366	4,813	303	30,364	379	234	135	99	45	121	143	3	117	38	79	26
4	District of Columbia.....	131,700	43,604	115,446	16,254	41	7,347	4	3	3	3	1	26	28	18	17	1	1	10
5	Idaho.....	14,999	60	7,114	7,885	104	17,065	23	8	8	8	15	24	16	14	13	1	2	2
6	Montana.....	20,595	18,306	12,616	7,979	56	6,306	51	20	19	1	31	27	19	19	19	18	3	3
7	New Mexico.....	91,874	172	86,254	5,620	34	5,253	20	15	13	5	5	20	19	8	7	7	1	11
8	New Mexico.....	86,786	118	36,084	30,702	56	6,306	51	20	19	1	31	27	19	19	19	18	3	3
9	Utah.....	23,935	597	18,931	5,004	34	5,253	20	15	13	5	5	20	19	8	7	7	1	11
10	Washington.....	9,118	183	5,605	3,513	34	5,253	20	15	13	5	5	20	19	8	7	7	1	11
	Wyoming.....	8,736	183	5,605	3,513	34	5,253	20	15	13	5	5	20	19	8	7	7	1	11
	Total.....	442,730	44,303	348,330	94,400	611	73,387	396	288	186	102	108	400	295	221	131	90	74	74
	Grand total.....	38,558,371	33,589,377	4,880,009	32,699,142	5,567,229	116,102	10,930,429	76,737	53,339	44,539	9,400	22,796	36,562	32,901	24,173	16,117	8,056	8,728

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